

# **Computing Policy** (for Learning and Teaching)

## **Hampton Dene Primary School**







# Contents

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| Contents .....                                                              | 4  |
| Section 1 Leadership and management .....                                   | 6  |
| 1a: Our school's vision for ICT .....                                       | 6  |
| The vision.....                                                             | 6  |
| Reviewing the vision and policy .....                                       | 6  |
| 1b Our strategy to achieve the vision .....                                 | 6  |
| Strategic leadership of ICT.....                                            | 6  |
| Budgeting for ICT .....                                                     | 6  |
| Environmental impact .....                                                  | 7  |
| Safeguarding.....                                                           | 7  |
| 1c: Managing information.....                                               | 7  |
| Information management strategy .....                                       | 7  |
| The use of ICT to support assessment recording and reporting .....          | 7  |
| Communication strategy .....                                                | 7  |
| Section 2 Planning.....                                                     | 8  |
| 2a: Whole-school planning for ICT.....                                      | 8  |
| Developing ICT capability and ICT to support the curriculum.....            | 8  |
| Planning for continuity within and between classes, phases and schools..... | 8  |
| Planning for ICT for inclusion .....                                        | 9  |
| Planning for e-safety .....                                                 | 9  |
| 2b: Curriculum leadership.....                                              | 9  |
| Leadership for the development of ICT capability .....                      | 9  |
| Leadership of learning and teaching with ICT .....                          | 9  |
| Evaluating learning and teaching with ICT .....                             | 9  |
| Review of the curriculum .....                                              | 10 |
| Section 3 - Learning .....                                                  | 10 |
| 3a. Teaching and the learning process .....                                 | 10 |
| Developing ICT capability .....                                             | 10 |
| ICT use for learning and teaching.....                                      | 10 |
| Learning with ICT beyond the school .....                                   | 11 |
| 3b: Pupils' learning experiences .....                                      | 11 |
| Effective and safe use of digital resources .....                           | 11 |
| Section 4 - Assessment of ICT capability .....                              | 11 |

|                                                                        |           |
|------------------------------------------------------------------------|-----------|
| Assessment, recording and reporting of ICT capability .....            | 11        |
| <b>Section 5 - Professional development .....</b>                      | <b>12</b> |
| 5a: Planning for professional development.....                         | 12        |
| Identifying individual staff skills and needs.....                     | 12        |
| Identifying whole-school ICT development needs .....                   | 12        |
| 5b: Implementation .....                                               | 12        |
| Meeting school and individual ICT needs.....                           | 12        |
| 5c: Review .....                                                       | 13        |
| Monitoring and evaluating the Impact of professional development ..... | 13        |
| <b>Section 6 - Resources .....</b>                                     | <b>13</b> |
| 6a: Provision.....                                                     | 13        |
| 6a1: Physical environments: ICT kit and its deployment .....           | 13        |
| 6a3: Internal and online connectivity.....                             | 13        |
| 6a4: Digital learning resources .....                                  | 14        |
| 6a5: Environments for online learning (VLE).....                       | 14        |
| Management information systems (SIMS).....                             | 14        |
| 6b: Management of ICT resources.....                                   | 14        |
| Procurement.....                                                       | 14        |
| Technical support .....                                                | 15        |
| Data security and safeguarding .....                                   | 15        |

# Section 1 Leadership and management

## 1a: Our school's vision for computing

### The vision

We see computing as an important tool to help bring our children's learning to life;

- To develop computational thinking as a skill directly relating to computing but also as a type of literacy for life and for learning
- to enhance the experiences that are possible as we learn,
- to extend learning and experiences out beyond our school,
- as a communication tool for communication between all members of our community and those outside it.
- And to do all of this safely and responsibly

### Reviewing the vision and policy

All members of staff at our school are responsible for feeding ideas into the on-going development of our vision. We live in an exciting world where technology is developing at a faster rate than ever before. More people are switched on to the possibilities that ICT has for them and it is our policy to make use of developing technologies in the best possible way to enhance the experience of all members of our school community.

This policy is reviewed annually or more often if significant changes in technology arise. This policy, and all revisions, is ratified by the governing body.

## 1b Our strategy to achieve the vision

### Strategic leadership of computing

Day to day responsibility for the delivery of the computing curriculum rests with class teachers.

The computing coordinator is responsible for developing the school strategy for computing taking into account opinions expressed by all members of the school community, particularly classroom based staff. This development is also informed by external factors and developments in technology.

The school maintains an on-going relationship with Herefordshire's Curriculum ICT Support Team and we seek to ensure that, where appropriate, our computing development reflect priorities at local authority and national levels. The recommendations of our technical support provider (see below) are also taken very seriously.

The computing coordinator is ultimately responsible to the head teacher and governing body in whose hands all final decisions on strategy rest.

### Budgeting for computing

Recent financial constraints, changes in funding arrangements from central government and ever increasing pressures on limited finance across the whole school have brought serious challenges here.

Our school still budgets for dedicated computing funding. These funds are allocated to appropriate computing expenditure highlighted in the computing development plan by the computing coordinator in consultation with colleagues.

Our head teacher and governing body are mindful of the expensive yet essential high budgetary costs of maintaining and developing our ICT infrastructure.

### **Environmental impact**

Our school takes seriously all issues relating to the environment and this is no less true with computing resources. We strive to ensure that all purchasing decisions are backed by sound research and guidance so that every piece of ICT equipment will last as long as possible.

With the assistance of our technical support providers we strive to ensure that the life of any piece of ICT equipment is extended as long as is reasonably possible without making unnecessary demands on technical support or causing unnecessary problems in lessons.

At the end of their useful life we ensure that computer equipment is disposed of in an environmentally friendly way, safely and securely, after any data has been removed.

We operate a “print once” policy in school: all staff and children are encouraged to check work thoroughly on screen before printing and only then to print when appropriate.

Documents that are better kept as electronic copies are left in that format and shared as is appropriate via the school network.

We strive to operate a paper free policy for all meetings where as many documents as possible remain electronic, staff bring laptops to meetings, ICT facilities are provided for children where possible and paper copies are not circulated.

We are moving to place as much information to parents as possible on the school’s website and fewer letters are being sent home.

### **Safeguarding**

The school has highly developed policies on Online Safety and E-Security. Please see those policies.

## **1c: Managing information**

### **Information management strategy**

Please see the school E-Security Policy

### **The use of ICT to support assessment recording and reporting**

We use the management system SIMS to record and report on attendance.

Provision maps for our SEN children are stored on the school network and include hyperlinks to external agency reports.

We have developed our own reporting template for termly and annual pupil reports. These are completed on the computer and saved on the school network.

Class assessment data is recorded on spreadsheets and the APS are calculated.

### **Communication strategy**

Our school website <http://www.hamptondeneschool.com> is used primarily as a window on our school for those that are not already a part of our community.

Our website is managed on a day to day basis by our school administrator and members of the SLT.

Our school has a Facebook page which is used on a more informal basis to communicate with parents and those outside the school.

We use our Learning Platform, Seesaw, to communicate with parents and share children's work in line with GDPR permissions.

We use our email messaging service on our school website to email parents securely.

We use a SMS texting system to send urgent messages to parents' mobiles.

## Section 2 Planning

### 2a: Whole-school planning for computing

#### Developing computing knowledge and skills and IT to support the curriculum

Our school uses the *Teach Computing schemes of work* for the planning and delivery of computing both as a discrete subject and across the curriculum. Much planning for computing begins with the whole curriculum, particularly in the information technology strand and teachers plan computing opportunities where they will enhance, extend and motivate learning in other areas.

Our computing curriculum is based around the three main headings in the Key Stage 1 and 2 programmes of study:

- computer science (CS)
- information technology (IT)
- digital literacy (e-safety) (DL)

Discrete Computing lessons are timetabled in our school, but the Information Technology and Digital Literacy strands are also covered and skills utilised in other curriculum areas.

There is some flexibility around the use of ICT resources at certain times of the week and all classes can plan to make use of these times as necessary.

#### Planning for continuity within and between classes, phases and schools

Long term planning is carried out using the long term planning grid from Teach Computing which has then been tailored for each individual year group. Each unit can be taught in any order, apart from the Programming units which build upon previous skills and knowledge. The long term planning maps elements of the IT strand out across each year, including Computer Science and Digital Literacy.

Medium term plans are created following the common format for all subjects within our school.

Short term plans for CS and DL (lesson plans) are utilised and adapted for individual cohorts from Teach Computing.

Planning in Teach Computing is based around pairs of year groups and there is consistency across the whole Primary phase.

Teachers, particularly of adjacent year groups, work together when creating long term plans for computing to ensure continuity and coverage.

Teachers in the EYFS use a range of planning ideas (Knowsley Computing and Twinkl Computing). They work closely with teachers in lower KS1 to ensure a smooth transition of learning in ICT and a continuation of a child centred approach from Early Years.

Transition arrangements from primary to secondary phase are in place in our school and these include computing.

## Planning for ICT for inclusion

We recognise the advantages of the using of computing / ICT for pupils with additional needs and we use ICT to:

- address pupils individual needs
- increase access to the curriculum
- improve language skills

We promote equal opportunities for computer usage.

The school monitors the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

Computer hardware, software and peripherals used in the school are chosen to ensure that they are non-discriminatory and promote equal opportunities.

All pupils follow the National Curriculum including computing.

## Planning for Online Safety

Please see the school's Online Safety policy

## 2b: Curriculum leadership

### Leadership for the development of computing capability

Leadership is provided by the computing coordinator who has oversight of the core computing curriculum, implemented through the Teach Computing SOW and the Twinkl Online Safety SOW.

The computing coordinator monitors the teaching of computing across the school to help ensure a consistent approach and proper coverage of the curriculum.

The computing coordinator ensures that resources are in place to support this teaching. Where local resources are insufficient or inadequate we liaise with other schools and the local authority (Curriculum ICT Support) to secure appropriate short term loans, often for very specific areas of the computing curriculum, such as programming, control data logging etc. At the same time the computing coordinator ensures that appropriate support is in place for the effective use of these.

### Leadership of learning and teaching with ICT

All class teachers and subject leaders play a role in guiding the development of computing / ICT resources which help to extend and enhance learning within specific subject areas.

Discussion takes place on an on-going basis between class teachers and subject leaders with the computing coordinator and senior management team as to how resources might best be developed.

The school buys into a number of key cross-curricular digital content packages which are primarily to support learning across the curriculum rather than specifically in computing. These are used consistently across the school and are monitored by the computing coordinator.

### Evaluating learning and teaching with ICT

All class teachers are responsible for the on-going evaluation of their own teaching and their children's learning.

Computing is heavily linked to learning in all subjects and is therefore constantly under review along with those other subjects.

The computing coordinator has responsibility for monitoring the teaching of the subject. This is carried out through an examination of:

- Scrutiny of teachers' computing planning
- Scrutiny of children's work in Computing Evidence books and online pupil folders
- Observations of lessons.

### Review of the curriculum

The core computing curriculum as well as the use of ICT to support the whole curriculum is constantly informally under review. This review is informed by:

- The individual and collective needs of our children and feedback gained from children
- Developing technology
- The effectiveness of our current curriculum
- Changing curricula (computing and whole curriculum) at national level
- Online Safety guidance
- Advice from local authority computing consultants and our technical support provider.

When a substantial redesign of the computing curriculum is considered necessary this is carried out by the computing coordinator and necessary planning documentation changed.

## Section 3 - Learning

### 3a. Teaching and the learning process

#### Developing ICT capability

The *Teach Computing SOW* provides teachers with a structure to ensure that all children have the opportunity to develop their ICT capability

- **ICT skills** - enables all teachers to gauge a range of expectations that may be appropriate for their children.
- **ICT knowledge and understanding** - draws out the teaching points within each strand of ICT helping children to understand why (and perhaps why not) it is appropriate to use ICT.
- **Cross curricular examples** - show how opportunities to develop capability can be planned into both discrete and subject based lessons. In this way all children are offered the full breadth of entitlement.

Our planned curriculum includes opportunities for children to develop their ICT capability. Teachers need to be clear about what the learning objectives are to develop that capability, and assess children's progress in learning techniques, applying these techniques in their learning and in developing their higher order thinking making qualitative judgements about when and when not to use ICT.

#### ICT use for learning and teaching

In addition, children make use of ICT and their computing skills to enhance their learning across the curriculum.

A range of digital learning resources are available in and out of school for this purpose (see section 6 of this policy).

## Learning with ICT beyond the school

All children are encouraged to make use of ICT outside school.

Homework which specifically makes use of ICT is set from time to time. *In such cases provision is made for those children who have insufficient ICT provision at home through our homework club.*

Children are encouraged to make use of their own ICT facilities at home to complete home based tasks. When this happens such use is celebrated and shared back in school.

All pupils have access to our Learning Platform (Seesaw) to complete tasks, undertake remote learning in the event of a school closure and parents can view pupils' online Seesaw Journals as well as use Seesaw as a communication tool with teachers.

## 3b: Pupils' learning experiences

### Effective and safe use of digital resources

Pupils are made aware of health and safety issues relating to the use of ICT resources. These include:

- showing pupils how to adjust the brightness and contrast settings of displays
- seating position with computers and tablets
- correct procedure for using a mouse / glide pad
- regular reminders not to look directly into projector beams.
- How to transport portable equipment (especially laptops and tablets) safely

Lessons involving substantial use of ICT should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.

Computers located in classrooms are positioned, wherever possible, away from light reflection and glare. The optimum position is at right angles to the natural source of light.

All equipment is checked annually under the Electricity at Work Regulation 1989.

Health and Safety information relating to individual pieces of technology (provided by manufacturers / suppliers and other independent organisations) is carefully considered when making procurement decisions. This guidance is also taken into account when using such equipment.

Regular Risk Assessment surveys are conducted by the designated health and safety representative; faults are logged and appropriate action taken.

Risk assessments are reviewed annually.

Please see the separate policies on Online Safety and E-security.

## Section 4 - Assessment of computing

### Assessment, recording and reporting of learning in computing

We recognise that assessment is central to classroom practice. Effective assessment establishes what a child knows, understands and can do. It also informs the planning of future learning and enables a school to review the effectiveness of the curriculum and teaching.

All teachers report annually to parents, describing progress in computing. This report contains comments on the child's progress, achievement, strengths, weaknesses and next steps.

Teach Computing provides assessment tools based on the programme of study for computing in the National Curriculum (2014). These are used on an on-going basis to track progress.

Our school uses

- The success criteria as detailed in the lesson planning.
- Children are assessed following a Unit of work on a “best fit” basis (using a traffic light system to indicate not met, working towards and met) to record on-going assessment.

## Section 5 - Professional development

### 5a: Planning for professional development

#### Identifying individual staff skills and needs

The Computing Coordinator carries out a simple means of identifying individual staff skills and development needs by distributing a digital Staff Skills Audit.

Individual development needs are also communicated to the Computing coordinator on an on-going basis.

The evaluation of the teaching of and learning in computing (see section 2b) is also used to identify gaps in individual teachers’ knowledge.

All teachers are encouraged to identify specific ICT skill needs in the performance management process. The same may be suggested for teachers in this process by the appraiser.

#### Identifying whole-school ICT development needs

Whole school development needs are often associated with the introduction of technology new to the school, or with the development of already existing resources. These needs are considered at the point of introducing technology when training and support are built into the computing action plan and the school’s professional development plans.

### 5b: Implementation

#### Meeting school and individual ICT needs

The Computing coordinator considers the needs of individual members of staff and the school as a whole and provides appropriate support.

This support may be provided

- internally (using skills already in the school) via coaching, mentoring and sharing of skills
- by the Herefordshire Curriculum ICT Support team
- by a teacher in another school
- externally by third party providers of support / suppliers of equipment

Support may be in a variety of forms as appropriate:

- whole school staff meeting
- individual support for teachers
- in class support for teachers alongside the children
- attendance at an appropriate course

- by using appropriate e-learning resources

## 5c: Review

### Monitoring and evaluating the Impact of professional development

The Computing coordinator monitors the impact of professional development activities with due regard for the effect on learning and teaching and with “value for money” in mind.

Future professional development and performance management reviews build on the results of this evaluation of support provided.

## Section 6 - Resources

### 6a: Provision

#### Physical environments: ICT kit and its deployment

We recognise that computing capability is best developed when there is a real reason both to develop and apply the particular aspect of the computing curriculum and when children have access to resources as a normal part of their learning. For this reason we endeavour to ensure that ICT resources are as accessible to children as possible in their normal learning environment.

**Laptops** are seen as the main ICT tool in our school. These are stored in lockable charging trollies which are stored in strategic locations in the school.

Sets of **laptops**, sufficient for a class to work effectively, are timetabled to each class weekly.

In addition, there are free times when **laptops** are available to all classes and are booked out on a weekly basis via a shared time table.

**Laptops** are returned to the trolley and plugged in for charging when not in use

**Each member of teaching staff is allocated an iPad** for their own school use while they are employed by our school. This is for professional use and is used as indicated in the school’s Online safety policy.

A number of **desktop computers** are also spread around the school, some in classrooms and some in shared areas.

A number of **tablet devices** (eg iPads) are available. These are currently available to all classes and are booked out to classes.

Each classroom is fitted with a touchscreen TV. This is connected to a desktop computer.

Apple TVs are available in many classrooms.

Additional equipment to supplement much of the above is borrowed from the local authority Curriculum ICT Support team and / or from other schools to supplement our own resources for specific projects from time to time.

#### Internal and online connectivity

The school receives Internet and Broadband services via Hoople (through a service level agreement). This provides us with a connection to the National Education Network and to JANet (the Joint Academic Network used by all educational institutions in the UK).

D&D (SLA) provide our school with appropriate antivirus protection and appropriately filtered internet access (please see the E-safety policy for details).

We have a wireless network in place in school giving closed access to ICT on the school's mobile technology throughout the site.

Network points are available where they need to be throughout the school for the connection of non-mobile devices.

All members of our school community sign acceptable use agreements before they are permitted to use any ICT facilities (see Online safety policy)

### Digital learning resources

The school's *software map, resources maps and app lists* makes clear how the core ICT software is used to support the development of learning in computing throughout the school.

In addition, many applications are available to support learning in all subjects throughout the school.

In particular the school subscribes to a number of on-line digital resources which are available throughout the school on all hardware. Some of them are also available for pupil use outside school. These are:

- *Discovery Education* ([Curriculum-aligned digital resources](#) | [Discovery Education UK](#))
- *Seesaw* ([Seesaw](#) | [Elevate Learning in Elementary](#))

### Environments for online learning (VLE)

Our school uses the online Learning Platform Seesaw for sharing pupil achievements and work with parents, as well as it being a communication tool with parents and as a remote learning platform in the event of a school closure. We also use our school website to share information with parents and to point children in the direction of appropriate online learning experiences linked to our curriculum.

Our EYFS pupils' achievements and progress are recorded using the online assessment tool Tapestry, and this is also used to communicate with parents.

### Management information systems (SIMS)

SIMS is used as our core school information management system by staff.

Our resident on-site expert is our school administrator and we are supported by a service level agreement for support from the local authority.

SIMS is used for most admin purposes in the school office and by teachers for recording attendance, behaviour incidents and SEN interventions.

## 6b: Management of ICT resources

### Procurement

All procurement decisions are informed by the learning and teaching agenda.

We make use of local purchasing agreements in order to achieve best value with procurement.

We endeavour to take into account the total cost of ownership when making procurement decisions.

Purchasing decisions are made after consultation with our technical support provider (see below), our local authority Curriculum ICT Support Team, other suppliers etc. as appropriate.

No equipment is connected to our network unless it has been approved by our technical support provider.

Software licenses and on-line content subscriptions are often purchased, where possible, through local authority bulk purchasing arrangements to achieve substantial discounts.

Every effort is made to ensure that equipment is disposed of safely and in an environmentally friendly way at the end of its useful life. (see section 1b above)

### Technical support

We receive technical support from:

- *D&D Network Services* (<http://www.dandd.org.uk>)
- *Hoople Ltd.* (<http://www.hoopleltd.co.uk>)

and we receive visits from our ICT engineer every fortnight.

The precise nature of the support we receive can be found in the support level agreement.

Technical faults are reported to the engineer via the book kept in the office.

Urgent issues are reported to the computing coordinator who communicates them to our technical support service. In such cases problems are solved either remotely or with an additional visit.

Our technical support provider is well placed to hold conversations with all providers of ICT solutions to the school and is usually able to solve any issues.

Our ICT Engineer, together with the computing coordinator, constantly monitors the effectiveness of solutions and advises on further development and replacement.

### Data security and safeguarding

Please see the school's Online Safety and e-security policies