Computing Policy

for Hertsmere Jewish Primary School

Prepared by: B Moss

Reviewed on: October 2020

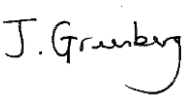
Date of Next Review: October 2021

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on October 2020.

It is due for review on October 2021 (up to 12 months from the above date).

Signature		Headteacher	Date	October 2020
Signature		Chair of Governors	Date	October 2020

Aims and Objectives

Hertsmere Jewish Primary School believes that computing in the 21st Century has the power to make a significant contribution to teaching and learning across all subjects and ages. Our aim is to become an "e-confident" school where computing is integrated effectively in the planning, teaching, learning and assessment of all areas of the Curriculum.

Computing is changing the lives of everyone. Our vision is that all children, whatever their ability, age, gender or race, will have the vital life-skills in computing as a foundation for their continuing education and life after academia. Through teaching computing we equip children to participate in a rapidly changing world, where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in developing children's learning and through the Primary National Strategy children at HJPS are able to develop as confident, creative and independent learners.

The aims of computing are to enable children:

- To develop computing capability in finding, selecting and using information;
- To use computing for effective and appropriate communication;
- To monitor and control events both real and imaginary;
- To apply hardware and software to creative and appropriate uses of information;
- To apply their computing skills and knowledge to their learning in other areas;
- To use their computing skills to develop their language and communication skills;
- To explore their attitudes towards computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy;
- To encourage children to make safe and sensible choices in the online content they access and how they interpret it;
- To use their computing skills to develop programming;
- To explore and understand how a computer works.

To this end we aim to undertake to:-

- Follow the National Curriculum guidelines ensuring that all children receive a minimum entitlement of Key experience regardless of gender or ability.
- Enable all children to enjoy using computing purposefully.
- Encourage children to use computing independently.
- Foster children's awareness of computing in the wider world.
- Build on and develop existing knowledge through skills taught in each year group to maintain continuity and progression.

Delivery of Computing

We are committed to providing a broad and balanced structured curriculum which gives the pupils relevant experience and understanding of computing to equip them to live in today's society.

Teaching and learning style

As the aims of computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in computing is for individuals or groups of children to use computing equipment to help them in whatever they are trying to study. So, for example, children might research a history topic by investigating a particular issue on the Internet, using an iPad. Children who are learning Science might use sensor equipment or a digital microscope to collect data or make detailed observations. We encourage the children to explore ways in which the use of computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about, etc. The school has Interactive Whiteboards in all classes to encourage the use of computing throughout the curriculum, embedding its use in all aspects of daily teaching and learning, through iPad use and desktops.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by computing ability and setting different tasks for each ability group;
- providing resources of differing complexity that are matched to the ability of the child (including the use of audio support).
- using classroom assistants to support the work of individual children or groups of children.

Computing curriculum planning

HJPS uses the Hertfordshire Scheme of Work for Computing as the basis for its curriculum planning, alongside the National Curriculum.

We carry out the curriculum planning in computing in three phases (long-term, medium-term and short-term). The long-term plan maps the computing topics that the children study in each term during the key stage. Our long-term computing plans show how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans, which we follow from the Hertfordshire Scheme, give details of each unit of work for each term. They identify the key learning intentions and success criteria for each unit of work, and stipulate the curriculum time that we devote to it. The computing subject leader is responsible for keeping and reviewing these plans.

The topics studied in Computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Roles and Responsibilities

The roles and responsibilities with regard to computing are as follows:-

Class Teachers

- will ensure that their class are taught all elements of the computing curriculum as set out in the Hertfordshire Scheme of work for computing for their year group.
- reporting computing faults by email to the computer technician or in person
- the assessment of pupils
- meeting the statutory requirements
- curriculum development
- implementing the health and safety policy and practice
- All subject co-ordinators are responsible for integrating effective use of computing into the scheme of work for their subject.

Leaders for Computing

- The subject leaders are responsible for providing professional leadership and management of computing within the school.
- Monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work.
- Will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people ensuring continuity and progression throughout the school.
- Oversee the day-to-day implementation of the Computing policy, Online Safety policy and aspects of the computing development plan and will review these regularly.
- Co-ordinate computing training for staff to raise awareness, build on experience and develop confidence**.**
- Overseeing equipment maintenance and liaising with our computing technician
- Co-ordinating the purchase and allocation of computing resources depending on budget priorities

Headteacher

To support the overall aims and visions of the computing provision within the school is achieved through identifying training, support and financing. They encourage initiative and embrace the potential that computing has to provide being exciting and fulfilling environment for all learners.

Governors

All governors are interested in the development of computing to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of computing on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually.

General

It is the responsibility of all staff to make themselves aware of legislation relating to the use of computing, including copyright and data protection issues.

The contribution of computing to teaching in other curriculum areas

Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links closely with work in art, the use of spread sheets and databases support work in mathematics, while the Internet and video footage prove very useful for research in Science and Humanities subjects. Computing enables children to present information and conclusions in the most appropriate way.

Our Parents and Carers

Hertsmere Jewish Primary School has links with the community through our regularly updated school website and HJPS instagram account and Youtube account. Our website has information, resources and links for parents and carers. We encourage our parents and carers to be kept well-informed of computing developments in our school. All new developments are discussed in the newsletters. Parents and carers are invited to speak to the Computing Co-ordinator or view our policies if the need arises.

Teaching and Learning Styles

At HJPS we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We believe that computing can help to make learning more differentiated and customised to individual needs, and deliver a more engaging, exciting and enjoyable learning process that encourages better learning outcomes. We therefore promote e-learning, which is the blending of traditional and computing-based forms of teaching and learning.

Teachers will use a variety of strategies depending on the need of the children or child. We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances the use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in computing, we take into account the targets in the children's Learning Profiles.

Teachers identify children who are More Able in the area of Computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of computing both in specific computing lessons and in using computing in other curriculum areas.

We encourage the use of Internet to support teaching and learning. All staff have an email address and email is used by some classes within the curriculum. The school has Broadband and Wi-Fi to enhance the use of the Internet. The school uses an online maths scheme, My Maths, for homework as well as Google Classroom to provide additional work and resources at home.

Early Years Foundation Stage

In EYFS, teachers follow the Hertfordshire scheme of work. The scheme supports planning for each area of learning, showing how experiences using technology can relate to 30-50 month and 40-60 month outcomes. There are five themes of potential learning in EYFS, designed to be used flexibly to suit the setting. Each theme has a range of approaches and activities, divided into Positive Relationships and Enabling Environments, which should be linked to other learning so that technology can be used to support and enhance general educational experiences.

Recording, Assessment and Reporting

Teachers assess children's work in computing by making informal judgements as they observe them during lessons. Once the skills within a unit of work have been taught the children then carry out an integrated task. On completion of this activity the teacher then makes a summary judgement about the work of each pupil as to whether that child has shown attainment below, at or above the level expected for their age. At the end of each academic year a handover is given to the Leader for computing and another forwarded to the child's next teacher, or new school at the end of the Key Stage. This data will be analysed and used to set future targets.

Managing Resources

The Computing Co-ordinators work with members of the SLT to ensure that there is financial planning for computing over three years. Hardware is deployed through the school following discussions with staff on a needs basis and new software is acquired as the need arises for it. The purchase of hardware and software may depend on the availability of finances and with consideration of what hardware and software has been donated or inherited.

Health and Safety

The school follows the advice and guidelines set out by the Health and Safety Executive, relating to the safe use of the internet, computers, projectors and interactive whiteboards.

The school has a policy on Online Safety. Rules of use are on display anywhere from where children can access the internet. The children understand these rules and they know that they are expected to follow them. Should a child break these rules they will be denied internet access for a period of time after which the situation will be reviewed.

Pupils will be made aware of

- hazards and risks to themselves and others when using computing eg. IWB, Internet.
- The steps they take to control risks eg. Rules for the Internet, Rules for the IWB.
- The action to be taken if risks occur.
- How to manage their environment to ensure health and safety of themselves and others.

Staff Development

We recognise the need for, and will endeavour to provide on-going staff training to encourage professional development and ensure a well-balanced delivery in the classroom. Annual Staff development is incorporated into the Computing Co-ordinator's Action Plan, taking into account the needs of the school and staff. Regular staff training sessions are led by the Computing Co-ordinator and the Online Safety Leader, which is Mrs Rita Alak-Levi.

Repair, Replacement and Insurance

The school will undertake to replace computer equipment in order to maintain the current ratio of computers: pupils. Due to the cost of replacing equipment it is vital that all computing equipment is adequately insured. Equipment will continue to be repaired as long as it is economically viable to do so.