

## **BURTON BRADSTOCK SCHOOL**

### **Computing Policy**

At Burton Bradstock School we deliver a creative curriculum where subjects are taught within a whole school theme, called a Learning Quest, each term. This approach encourages our pupils to use their imagination and make links across topics and subjects thereby giving depth and breadth to their knowledge as well as the ability to learn and apply a range of skills in different contexts.

This Computing policy is linked to the E-Safety and Data Handling Policies.

#### **Introduction**

*“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design technology, and provides insight into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.”*

National Curriculum 2014

#### **Aims**

Through the use of ICT in the curriculum, the aim is to help pupils become knowledgeable about the nature of information, gain confidence with the range of technology and have the ability to exploit potential. The use of ICT is promoted within all subjects as well as being a subject in its own right.

This is achieved through:

- using ICT wherever possible to enhance children’s learning in all areas of the curriculum
- introducing the children to a wide range of ICT applications and tools, such as word processing, databases, coding, graphics and software for control technology and processing sound pictures
- helping pupils acquire the skills to use appropriate ICT tools effectively, with purpose and enjoyment
- equipping pupils with the knowledge of the uses and effects of ICT enabling them to evaluate the benefits and limitations of ICT and its impact on society

- helping children to become independent users of ICT
- meeting the NC requirements as fully as possible and helping all children to achieve their potential
- using ICT to develop partnerships beyond the school through the use of the Internet and email.
- celebrating success in the use of ICT

### **Organisation, Planning and Resources**

Computing skills are taught implicitly through other curriculum areas as well as explicitly, where necessary.

Each class is equipped with hardware and software appropriate to develop pupil skills to help deliver the curriculum, not just computers.

### **Professional Development**

The school uses a range of inset support. The Computing co-ordinator attends relevant courses as and when necessary/possible. Internal support through colleagues, ICT Technician & external support. e.g. Espresso.

### **Roles and Responsibilities**

The Headteacher is responsible for:

- ensuring staff access to ICT
- arranging in-service support
- meeting statutory requirements
- health and safety policy and practice

The Co-ordinator is responsible for:

- advice concerning appropriate hardware and software to meet the needs of the policy in conjunction with the Local Authority support
- advice concerning curriculum coverage
- purchasing and organising ICT resources
- identifying what ICT support is needed by individual staff
- ensuring the consistent implementation of the Computing policy
- ensuring the Computing programme of study is being covered
- ensuring continuity and progression between year groups
- reviewing the Computing policy and the Computing Action Plan
- curriculum development
- to keep up to date by attending courses and feedback sessions organised by LA, cluster groups, MAT or other colleagues

The Class Teacher is responsible for:

- record keeping and assessment of pupils
- ensuring equal access for all pupils
- developing the Computing curriculum and its usage within other curricular areas

- reporting problems with technologies using the systems in place

The IT Technician is responsible for:

- provide technical support across the school
- keeping software up to date
- keeping anti virus up to date

### **Teaching and Learning Styles**

The class teacher is responsible for the individual child's ICT experiences. The teacher is expected to employ a range of teaching and learning strategies and to use professional judgement to decide on the most appropriate.

Activities are planned in order to allow different levels of achievement and incorporate possibilities for extension work.

### **Equal Opportunities**

All children have equal access to ICT. The SENCO and Computing co-ordinator advise teachers on appropriate software and hardware for use by children with special needs, including gifted and talented children. As with other areas of the curriculum, children may be given additional support.

### **Recording, Assessment and Reporting**

Staff record children's progress supported by pupil's self-assessment where appropriate.

### **Monitoring and Review**

This policy will be reviewed annually by the Computing co-ordinator.

### **Abbreviations, Acronyms and Terminology**

CD-ROM	Compact Disc – Read Only Memory
Hardware	Objects that can be physically touched (e.g. printers, keyboards, Chips etc.)
ICT	Information & Communications Technology
NC	National Curriculum
SENCO	Special Educational Needs Co-ordinator
Software	Computer instructions or data (i.e. anything that can be stored Electronically)
QCA	Qualifications and Curriculum Authority

\* This policy should be read in conjunction with the school's Curriculum Policy and Assessment Policy.