



## Hollywood Primary School Computing Policy

### **Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of and with COMPUTING. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the curriculum for COMPUTING which sets out in detail what pupils in different classes and year groups will be taught and how COMPUTING can facilitate or enhance work in other curriculum areas.

### **Introduction**

Information and Communications Technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use COMPUTING tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ COMPUTING to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of COMPUTING so that they can develop the skills, knowledge and understanding which enables them to use appropriate COMPUTING resources effectively as powerful tools for teaching & learning.

### **Aims**

- To enable children to become autonomous, independent users of COMPUTING, gaining confidence and enjoyment from their COMPUTING activities
- To develop a whole school approach to COMPUTING ensuring continuity and progression in all strands of the COMPUTING National Curriculum
- To use COMPUTING as a tool to support teaching, learning and management across the curriculum.
- To provide children with opportunities to develop their COMPUTING capabilities in all areas specified by the National Curriculum
- To ensure COMPUTING is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of COMPUTING in developing and maintaining links between other schools, the local community including parents and other agencies.

## **Objectives**

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through Foundation Phase, KS1 & KS2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage
- that all children have access to a range of COMPUTING resources
- that COMPUTING experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

## **Curriculum Development & Organisation**

Each half term children work on a unit of work using the COMPUTING programmes of study through 'switched on COMPUTING' scheme of work.

The National curriculum programmes of study are used to form the medium term plans in the scheme of work. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Each class is allocated a time in the COMPUTING suite to accomplish their COMPUTING scheme of work units. This scheme is integrated to ensure that delivery of COMPUTING is linked to subjects where possible and takes on board the statutory requirements of other national curriculum subjects. Each class can be allocated additional time in the computer suite to apply the use of COMPUTING to other subject areas. A weekly timetable is displayed on the door of the COMPUTING room for staff to sign up for additional time where appropriate.

Individual machines in classrooms support the development of COMPUTING capability by enabling further development of tasks from the COMPUTING room; encourage research, and allow for the creative use of COMPUTING in subjects. This is highlighted in the COMPUTING plan and in subject plans.

There are also additional machines in the Library which can be used as well as a 2 laptop trolleys, cameras and data logging equipment as well as a 31 machine COMPUTING suite.

Digital projectors, visualisers and interactive whiteboards (I.W.B) are located in all of the classrooms as well as some other teaching areas. These are used as a teaching resource across the curriculum.

## **Teaching & Learning**

Teachers' planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

The COMPUTING coordinator will review teachers' COMPUTING plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of COMPUTING capability.

## **Equal Opportunities**

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop COMPUTING capability."

It is our policy to ensure this by:

- ensuring all children follow the scheme of work for COMPUTING
- keeping a record of children's COMPUTING use to ensure equal access and fairness of distribution of COMPUTING resources
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for COMPUTING and how they can support their children.

## **Internet Safety**

Internet access is planned to enrich and extend learning activities.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An esafety policy has thus been drawn up to protect all parties and rules for responsible internet use. This policy forms 'Appendix A' of this policy. (see also Social Media Policy)

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

### **Moodle**

The school has recently subscribed to and created the Hollywood Moodle. Moodle is a Virtual Learning Environment (VLE) that allows the classroom to extend onto the web (particularly, home access for pupils and teachers). It is not a program to replace face-to-face teaching, but to support it with a range of flexible on-line tools.

### **Management Information Systems (MIS)**

COMPUTING enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with LEA requirements for the management of information in schools. We currently use CMISs which operates on the school's administrative network and is supported by the LEA.

Teachers have a personal login for eportal that is used for the register.

### **Assessment (See school Assessment Policy)**

COMPUTING is assessed both formatively and summatively using the National Curriculum programmes of Study alongside the scheme of work for COMPUTING. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the COMPUTING scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

A self assessment is available for pupils this can also be used as a class assessment which is then used to check on coverage and passed onto the next class teacher to help with progression and expectations of ability.

### **Inclusion**

We recognise COMPUTING offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

COMPUTING can cater for the variety of learning styles which a class of children may possess.

Using COMPUTING can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of COMPUTING as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

## **Roles & responsibilities**

### **Senior Management**

The overall responsibility for the use of COMPUTING rests with the senior management of a school. The Head, in consultation with staff:

- determines the ways COMPUTING should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that COMPUTING is used in a way to achieve the aims and objectives of the school;
- ensures that there is an COMPUTING policy, and identifies an COMPUTING co-ordinator.

### **COMPUTING Coordinator**

There is a designated COMPUTING Co-ordinator to oversee the planning and delivery of COMPUTING within the school.

The COMPUTING coordinator will be responsible for

- raising standards in COMPUTING as a national curriculum subject
- facilitating the use of COMPUTING across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the COMPUTING curriculum and reporting to the Head Teacher on the current status of the subject
- managing the COMPUTING technician

### **The Subject Coordinator**

There is a clear distinction between teaching and learning in COMPUTING and teaching and learning with COMPUTING. Subject coordinators should identify where COMPUTING should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their COMPUTING study and are applying those skills within the context of another curriculum subject.

Subject coordinators work in partnership with the COMPUTING coordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of COMPUTING within curriculum subjects.

### **The Classroom Teacher**

Even though whole school co-ordination and support is essential to the development of COMPUTING capability, it remains the responsibility of each teacher to plan and teach appropriate COMPUTING activities and assist the co-ordinator in the monitoring and recording of pupil progress in COMPUTING.

### **Monitoring**

Monitoring COMPUTING will enable the COMPUTING coordinator to gain an overview of COMPUTING teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of COMPUTING teaching and learning the COMPUTING coordinator will:

- Scrutinise plans to ensure full coverage of the COMPUTING curriculum requirements
- Analyse children's work
- Observe COMPUTING teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data

There is an annual review of this policy by the COMPUTING coordinator

### **Health & Safety**

We will operate all COMPUTING equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computer Room Rules are also on display within the COMPUTING room for reference.

### **Home school links**

Children are given the option to complete some homework tasks, when appropriate, using COMPUTING out of school. Teachers are sensitive to the fact that children may not have access to COMPUTING or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses.

A school email address has been given to parents and is listed on the website. More parents are now using this to contact staff, arrange meetings etc.

We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community.

### **Appropriate legislation, including copyright and data protection**

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strComputing accordance with the licence agreement.

We don't allow personal software to be loaded onto school computers.

Please refer to the school's Data protection policy.

### **Effective and efficient deployment of COMPUTING resources**

COMPUTING resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and whole class teaching of COMPUTING the school has an COMPUTING suite which all classes use for approximately 1 hour per week to develop their COMPUTING skills.

To support the cross curricular nature of COMPUTING at least one computer is also located in each class. This is also used for additional tasks which require the use of COMPUTING as well as presenting teaching materials for those classes with a digital projector and visualisers.

The school's digital projectors are located in all classrooms and in the COMPUTING suite. A consistent interface is provided on all machines to enable familiarity and continuity with generic 'toolkit' software licensed and available on all curriculum computers in school. Subject specific titles and any specialist equipment e.g. sensors, are kept in the COMPUTING stock cupboard and can be borrowed when needed. All equipment is 'collected in' at the end of year and checked on the equipment & software audit.

Policy adopted June 2013      To be reviewed June 2018

## **HOLLYWOODSCHOOL**

### **Responsible Internet Use**

**We use the school computers and Internet connection for learning. These rules will help us to be fair to others and keep everyone safe.**

- I will ask permission before entering any Web site, unless my teacher has already approved that site.**
- I will only sign in using my own username.**
- I will not look at or delete other people's files.**
- I will not bring disks, CD-ROMs or data sticks into school.**
- I will only e-mail people I know, or those my teacher has approved.**
- Any messages I send will be polite and sensible.**
- When sending e-mail, I will not give my home address or phone number, nor will I arrange to meet someone.**
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.**
- I will not use Internet chat or social networking sites.**
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.**
- I know that the school may check my computer files and may monitor the Internet sites that I visit.**
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.**

**The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of E-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.**

**HollywoodPrimary School**

Dear Parent(s) / Carer(s)

**Responsible Internet Use**

As part of your child’s curriculum and the development of COMPUTING skills, HollywoodPrimary School provides supervised access to the Internet. We believe that the use of the World Wide Web and e-mail is worthwhile and an essential skill for children as they grow up in the modern world. Please would you read the attached Rules for Responsible Internet Use and sign and return the consent form below to the school office so that your child may use Internet at school.

Our school Internet provider operates a filtering system that restrComputings access to inappropriate materials. This may not be the case at home and we can provide references to information on safe Internet access if you wish.

Whilst every endeavour is made to ensure that suitable restrComputingions are placed on the ability of children to access inappropriate materials, the school cannot be held responsible for the nature or content of materials accessed through the Internet. The school will not be liable for any damages arising from your child’s use of the Internet facilities.

Should you wish to discuss any aspect of Internet use please telephone me to arrange an appointment.

Yours sincerely

Head Teacher

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**REPLY SLIP**  
**Parent’s Consent for Internet Access**

Child’s Name: .....

I have read and understood the school rules for responsible Internet use and give permission for my child to access the Internet. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

Signed: ..... Date: .....