



Hadley Wood School

Computing and Technology Policy

Statement of Intent

Our vision is that every child will leave our school digitally literate, confident in their ability to use technology creatively in a wide range of contexts. They will be capable coders with the ability to program and control a wide variety of software, with an awareness of the benefits and possible dangers of ubiquitous internet access and communication. Most importantly they will be secure in their knowledge of how to keep themselves safe online and contribute to creating a better Internet for all.

Access to a range of technology throughout the primary curriculum will enable pupils to prepare for a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use technology to find, explore, analyse, exchange and present information responsibly, creatively and without discrimination. Pupils learn how to employ technology to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning. Pupils will be able to make informed judgements about when and where to use technology to best effect and consider its implications for home and work both now and in the future.

At Hadley Wood Primary School we aim to provide all our pupils with a wealth of experience in computing activities, both in teaching computing skills and in using technology to support teaching and learning in a cross curricular way. This policy, in addition to the School E-Safety Policy, is intended to provide a clear and agreed framework for the teaching of Information and Communication Technology. It needs to be continually monitored in order to ensure that provision is as effective as possible.

Aims

Learning within the computing curriculum should offer opportunities for all children to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Develop an understanding of how to become responsible, competent, confident and creative users of information and communication technology
- Learn how to use the internet and all digital media safely and in a secure way. Develop understanding of what to do in the event of accessing illegal or inappropriate content online.
- Develop basic ICT skills including the ability to word process and use a variety of publishing software purposefully to support learning in other areas of the curriculum.

Training and support should offer opportunities for all staff to:

- Use ICT to support their work in the planning, preparation and delivery of teaching and supporting children's learning
- Develop their skills and knowledge of computing
- Use ICT to assist with administration tasks and the recording of children's attainment
- Use ICT through use of the Managed Learning Environment (MLE, Fronter) and staff emails, to communicate with staff
- Check/update the MLE calendar daily to ensure a working knowledge of school events
- Ensure utmost care of pupil data is taken in line with requirements set out in the e-Safety Policy

The teaching of Computing should offer opportunities for all children to:

- Develop computing capability, in line with the National Curriculum and National standards
- Develop their knowledge of what algorithms are and how they are implemented as programs on digital devices
- Develop their logical reasoning skills to predict the behaviour of simple programs
- Develop their ability to use technology to support their use of language and communication in other areas of the curriculum
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Use technology to work in collaboration with other children, within school, across London via the London Grid for Learning and from other cultures across the world

Curriculum Organisation:

The children's experiences have been carefully planned to ensure that their needs are met in each year group, building on past knowledge, experience and ability. In the Early Years Foundation Stage, children explore how computing and technology can be used to communicate information, control events and change situations.

Foundation stage pupils are taught:

- How to use a computer safely and sensibly. – In line with requirements set out in the Hadley Wood e-Safety Policy
- To recognise that a range of technology is used in places such as home and school. They select and use technology for particular purposes
- To use ICT in a cross curricular way to support their learning throughout the Early Years Foundation Stage

These basic approaches are used as a foundation for teaching throughout Key Stages 1 and 2:

- The Hadley Wood Assessment Framework outlines key learning objectives and skills to be covered in each year group.
- Medium Term plans are written by teaching staff to specify how the key objectives will be delivered over a half term.
- Short Term weekly plans include computing skills to be taught and include opportunities to use these skills whilst working on other areas of the curriculum.

In addition to the teaching and learning of computing skills, staff and pupils are expected to use ICT to support work in many other areas of the curriculum. In both KS1 and KS2 each class have access to their own IPAD as well as shared access to two class sets of 16 IPADs and a fully functioning Media Suite to enable the teaching of ICT in other subjects.

Roles and Responsibilities:

The Head Teacher, ICT co-ordinator, nominated Computing Governor and all teaching staff hold responsibility for the implementation of this policy. The Senior Leadership Team, alongside the ICT co-ordinator, is responsible for monitoring the delivery and teaching of computing within the school. The Senior Leadership Team and relevant subject co-ordinators will monitor the use of computing to support the teaching of other areas of the curriculum.

To help mitigate exposure to viruses and ensure licensing and copyright, all expenditure, including the purchase of apps, takes place through the Office Manager and with the agreement of the Headteacher. The ICT co-ordinator, in line with their job description, has responsibility for arranging the purchasing and organising resources, ensuring continuity and progression, monitoring computing use in the curriculum, supporting staff and providing or organising in-service training as appropriate. Over the delegated amount, quotes will be sought in line with the Local Authority tendering process and agreement will be sought from the Governing Body.

Parents are encouraged to take an active role as educators in partnership with the school. To enable parents to support their children's development in computing, we will provide parents with information on how computing is taught and suggest how they can help their child at home. Parents will be invited to Curriculum Evenings where computing will be used to support learning across the curriculum.

Access and organisation of Computing and Technology resources:

All children need to explore the range of technology that is available to them.

Staff and KS2 children will be expected to sign an 'acceptable use' agreement and these will also be included in starter packs for new Reception parents.

Through:

- Wireless internet access in our classrooms and media suite.
- Interactive whiteboards with range of whole class and individual teaching software in KS2/KS1 and Early Years Foundation Stage
- Media Suite containing 31 computers, enabling shared access across KS1, KS2 and Foundation Stage
- Two sets of class IPADS. There is a set of 16 IPADS located in each key stage building in order to support the creative use of technology across the curriculum
- A further 10 IPADS are dispersed throughout the school for supporting small group teaching and observations
- Central bank of other peripherals such as floor robots, Bee Bots, Lego WeDo and a Probot are provided for the exclusive teaching of unplugged control programming skills
- Subscription to online environments such as Purple Mash and Fronter to support ICT skill development and cross curricular learning
- The children are also encouraged to experience the wider applications of technology by using tape recorders, radios, CD players and other technological equipment within the school and the world around them

We aim to continually review our resources and further develop our provision to move computing forward in school as new technological developments are made.

Inclusion:

All pupils have equal access and opportunities to use and succeed in computing.

- Children have opportunities to work independently and collaboratively when using ICT and groupings are varied according to ability and the specific activity
- Children with Additional Needs use appropriate software to support their learning across the curriculum, particularly in English and numeracy and teaching support staff are regularly trained and briefed on using these programs successfully

Recording, Assessment and Reporting:

Teachers will continually review and evaluate their practice as part of their weekly planning process, making adjustments in accordance with children's needs and new technology.

- Teaching staff, in line with the Assessment Policy, keep records of children's experiences and attainments. Assessments are recorded using Hadley Wood's Computing and Technology Assessment Excel spreadsheet

- Pupil's work is assessed at the end of a Unit of Work and records are kept using Hadley Wood's Computing and Technology Assessment Excel spreadsheet
- Pupil's progress in computing and purposeful use of technology will be commented upon as part of the annual report to parents
- Examples of children's work are displayed around school and are kept as part of the school's Computing and Technology portfolio. This is stored on the MLE and is updated regularly by staff and monitored by the ICT Coordinator

Accepted on behalf of the Governing Body April 2018

Reviewed April 2021 or earlier if there are changes to the curriculum or the technology the children are using.