



STREATHAM & CLAPHAM PREP SCHOOL

Computing Policy

Person(s) responsible for this policy		Prep School Digital Lead	
Last review by	L Safi	Review date	September 2024
Date of next review		September 2025	

Introduction

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 scheme of work 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.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

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 enable them to use appropriate computing resources effectively as powerful tools for teaching & learning. Pupils should feel confident in the use of computing which will enable them to become independent learners.

Aims and Objectives

- To enable children to become independent users of computing, gaining confidence and enjoyment from their computing activities

- To develop a whole school approach to computing ensuring continuity and progression
- 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 different areas
- To ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SLN and disabilities
- To maximise the use of computing in developing and maintaining links between other schools, the local community including parents and other agencies.

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 throughout the year groups is in line with the whole-school computing long-term plan
- 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 Organisation and Management

Once a term a class will work on completing one or two units of work based on the school long-term plan. (This will be the objectives not necessarily the activities listed.)

Each class is allocated a time in the computing suite to accomplish their computing units. Each class has access to additional time in the computer suite to apply the use of computing to other subject areas.

Individual systems 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.

Roles & Responsibilities

Senior Leadership Team

The overall responsibility for the use of computing rests with the senior leadership of a school. The Head of Prep., 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 a computing policy, and identifies a Digital leader.
- purchases equipment and resources.

Digital Leader

The designated Digital Leader oversees the planning and delivery of computing within the school. The Digital Leader will be responsible for:

- keeping the profile of computing high and ensuring provision is to a good standard.

- 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 and managing equipment.
- monitoring the delivery of the computing curriculum and reporting to the Deputy on the current status of the subject.
- advising Senior Leadership on resources and equipment that need to be purchased.

Subject Heads

There is a clear distinction between teaching and learning in computing and teaching and learning with computing. Subject heads 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 heads work in partnership with the computing coordinator to ensure all requirements are being met with regard to the use of computing within curriculum subjects.

Classroom Teachers

Even though whole-school coordination 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. It is also their responsibility to extend their understanding and competence in computing and attend extra training sessions if necessary.

Teaching and Learning

Teacher's planning should be 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 Digital Leader 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.

Assessment, Recording and Reporting

Computing is assessed formatively. Formative assessment occurs on a lesson-by-lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and involve lesson annotation on STP and are used to inform future planning.

At the end of each unit the pupils' attainment is recorded using a summative assessment record sheet. To make a judgement the following criteria could be used:

- Teacher observation in class
- Teacher observation of completed pupil work
- Pupil self assessment
- Quizzes / surveys/ tests
- Teacher questioning in class
- End of topic assessment task

A record of each class's progress is also kept through samples of work on the computer drive. Each child has a IT skills list to be completed by themselves to self-evaluate their progress and ensure their skills build from year to year in IT. New girls joining will be given a buddy to help them catch up on any necessary skills.

There are two parents' evenings throughout the year where progress can be discussed, as well as a detailed end-of-year report. A termly report card is produced and gives an effort grade on their daughter's work in the term.

Continuity and Progression

Foundation Stage

We teach computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage, we relate the computing aspects of the children's work to the objectives set out in the Early Years Framework which underpin the curriculum planning for children aged three to five. The children have the opportunity to use computers and tablets, including Scratch Jnr and Cubetto. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways. There are tablets available for them to choose to use during the school day.

Senior School Links

Most of our girls progress on to the Senior School, therefore it is important to maintain positive links with the Head of Digital Learning. Both departments will visit each other throughout the year to check on programs of work, assessment, resources, software, hardware, new developments, etc. There is an Digital Strategy group that is a whole-school panel that helps to ensure progression and makes the whole-school computing plans.

Inclusion

We recognise computing offers 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.

It is our policy to ensure this by:

- ensuring all children follow the long-term plan 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.

Resources

Our school has at least one computer available in:

- Each Classroom
- Library
- Computer room
- Resources room
- Language room
- Music Room
- Art room
- Science room
- Admin offices
- Staff iPads including Teaching Assistants
- Pupil iPads from Years 4 - 6

The school has Internet access for every computer also. We keep resources for computing, including software, in the computing room. Along with the computers, the school has the following:

<i>Hardware</i>	
<ul style="list-style-type: none"> • Clevertouch whiteboards • Network multifunction devices • Cubetto • Spheros • Interactive whiteboards • iPads 	<ul style="list-style-type: none"> • Samsung tablets • Laptops • Crumbles • Winbooks
<i>Software</i>	
<ul style="list-style-type: none"> • Internet • Email for staff • Espresso 	<ul style="list-style-type: none"> • English programs • Athletics • Clever Maths

<ul style="list-style-type: none"> • Paint 3D • Microsoft Office • word processing package • painting/drawing software • Edxcel • Cs First • Scratch Junior 	<ul style="list-style-type: none"> • Mathletics • Firefly • 2Simple • Purple Mash • Apps on iPads
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Requests are made when computing budget is being constructed and then reviewed by Second Master who determines final budget for whole school. Items are ordered by Prep. School Digital Leader. computing needs are discussed at the computing steering group meetings to plan future needs. Replacement hardware is on a four-year cycle and hardware ordered by Head of IT Operations.

The Learning Environment

Within the computing room, the Digital Leader regularly updates displays with class teachers. They reflect the work the children have been completing, as well as key computing rules, safety and reminders. This helps motivate the children and are also able to find out the new software available for them to use either at lunchtime in the Library, or as part of their computing lessons.

The Digital Leader and technician are in charge of regularly updating staff on new purchases. The children are encouraged to use the appropriate computing vocabulary taught in computing lessons and should be continued when computing is integrated across the curriculum.

Home-School Links and Homework

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. Children are also able to email work to their class teacher as appropriate or place their work onto TEAMS, which pupils can access. Firefly is a home-school link that the parent and pupils can access. Children from Years 4 – 6 can use their iPads to record their homework and bring to school and email the teacher.

The Contribution of computing to Other Aspects of the Curriculum

Computing contributes to teaching and learning in all curriculum areas. For example, drawing software links in closely with work in art, and work using databases supports work in mathematics, the Internet proves especially useful for research in history and geography. Computing enables children to present their information and conclusions in the most appropriate way. Garage Band App allows the girls to compose their own digital compositions.

English

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they can join in

discussions with other children through the medium of e-mailing. They learn how to improve the presentation of their work by using desktop publishing software.

Mathematics

Many computing activities build upon the mathematical skills of the children. Children use computing in mathematics to collect data, make predictions, analyse results, present information graphically, solve problems, search databases, and explore spreadsheets.

Personal, social and health education (PSHE)

Computing contributes to the teaching of PSHE as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of computing and they also gain a knowledge and understanding of the interdependence of people around the world.

Staff Development and Training Opportunities

There are several opportunities for staff development and training within our school. These include:

- A computing technician available in the Prep school
- Pupil Laptops (set of 30)
- Inset from Digital Leader with regards to new software/hardware, assessment etc.
- Staff observation
- Staff training opportunities
- Staff can attend specific courses when required.

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 along with specific rules for the use of Internet and e-mail. The school also has a 'Responsible Use of The Internet Policy' document.

The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is updated regularly.

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 internet access policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access. This is governed by the acceptable use agreement and by the e-safety policy and procedures.

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. Online safety lessons are timetabled every 6 weeks, following explicit themes relating to content, context and conduct as outlined in the KCSiS Online Document 2021. The PSHE lessons also follow online safety lessons.

Monitoring/Evaluation

Monitoring computing will enable the Digital Leader 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 Digital Leader will:

- Analyse children's work.
- Observe computing teaching and learning in the classroom.
- Hold informal discussions with teachers and pupils.
- Observe computing displays.

Application of computing in the Wider Community

It is important for the children to understand how and when computing they are learning can be used in the wider community.

Review

There is an annual review of this policy by the Digital Leader