



Fairlawn and Haseltine Federation Computing Policy

Introduction

This policy document sets out The Federation's aims, principles and strategies for the delivery of Computing.

It is intended for the staff and governors of The Federation, parents of children who attend the schools, members of the local community and external agencies involved in the schools.

The aims of this policy are that it aids staff in their understanding of our agreed approach to Computing within The Federation, that it assists the planning of Computing within the schools and that it promotes development in this area.

Reference is also made to the following policies:

- Health and Safety Policy
- Online Safety Policy
- Equal Opportunities Policy
- Teaching and Learning Policy.
- Curriculum Monitoring and Evaluation Policy

Our vision and imperative for Computing

Children require the skills to access and thrive in an ever changing, technological world. Children should be given the opportunity to use, apply and, where possible, develop their problem solving skills through computing. There is an increasing expectation for learners and employees to communicate and collaborate using web technology and possess the skills to create custom content through web development and coding. The Internet is also a powerful and valuable source of information so skills to quickly find, evaluate and analyse this information are more important than ever. The Federation's Computing curriculum aims to reflect the modern world and provide the correct tools and skills that will allow children to succeed in years to come. Along with our Online Safety Policy, it also teaches them how the

use of technology requires etiquette and a sense of responsibility which, in turn, will help them to stay safe from and fully understand the dangers which 21st century technologies may pose.

In addition to the above, Computing is also used as a powerful means to equal opportunity and enhancement of all other subjects by either allowing creative expression of learning or access of content.

We further believe that staff should also be able to use technology confidently, and training opportunities should be made available to teachers and LSAs/TAs. Technology should enhance teaching and learning in a positive way.

Curriculum Organisation and Planning

The Computing curriculum in Key Stages 1 and 2 is based on the Computing National curriculum 2014. In the EYFS, Computing and technology is part of the 'Understanding of the World' area of learning within the Foundation Stage profile.

Wherever possible, Computing is used across other areas of the curriculum and is not taught discretely, but aids and supports learning in all subjects.

Children in the Early Years have the opportunity to use technology on a regular basis. Through adult-lead and child-initiated activities, children Computing to support their learning, these include using programmable toys, cameras, and iPads.

Computing in the classroom and in other subjects

Computing is used to promote independent learning. At times we may give direct instruction on how to use hardware or software; at other times children are encouraged to choose how technology might be used to help them in a certain area of learning. We encourage children to explore ways in which the use of Computing can improve results.

We use the [SAMR](#) model as a framework for technology use in the classroom to ensure, wherever possible, technology transforms teaching and learning.

Roles and Responsibilities

The Computing subject leader: overseeing the implementation of the Computing curriculum, overseeing, alongside the Safeguarding team, the implementation of the online safety curriculum, overseeing all Computing budgets, monitoring the delivery of the curriculum, supporting colleagues in the teaching of Computing, keeping informed about current developments in the subject and providing a strategic lead and direction for the subject in the schools. They should also implement the use of KS2 children as Digital Leaders for the school.

The technician: managing and maintaining equipment (including the Computing suite), supporting teachers with technological issues, reading and responding to the fault log on a daily basis, monitoring consumables and ensuring they're ordered when required.

Class teachers: using and implementing the Computing and Online Safety Curriculum.

Please refer to the Health and Safety Policy regarding risks involved in the use of technology. There are detailed risk assessments with regard to use of the Computing suite, laptops, and interactive whiteboards.

Safeguarding

The Federation has in place an Online Safety Policy. Please refer to this for the dangers and safeguarding of all technologies that the school employs.

Access to technology

At Fairlawn, children have access to computers in the Computing suite. They also have access to iPads and Chromebooks in their classrooms. At Haseltine, children have access to iPads and laptops in their classrooms.

There is an Interactive Whiteboard in every classroom which is used to support teaching and learning.

In KS1, children in Fairlawn have an allocated time in the Computing suite where they are provided with direct Computing skills teaching. In KS2, this allocated time is dedicated to using Chromebooks. At Haseltine, these skills are taught in the classroom.

All children have access to the Internet provided that the school has received a completed Online Safety agreement.

These agreements are kept in the Office and the Office Manager is responsible for ensuring that all forms are returned.

Equal Opportunities

We ensure that all children have equal access and opportunity to use technology in line with our Equal opportunities policy. We ensure that our teaching matches the needs of all children.

Children with Special Educational Needs may use technology to support their learning with the adult assistance or independently. In some instances the use of technology has a considerable impact on the quality of learning that children produce; it can increase their confidence and motivation. It also allows individualised programmes to be used in supporting children with additional needs. (e.g. Wordshark, text-to-speech, iPad apps, Clicker 8, etc.)

Recording, Reporting and Assessment

In Key Stage 1 and 2, children's progress in Computing is recorded using half-termly feedback forms where those children who have excelled, as well as those children who have underachieved, are identified. These forms allow teachers to access next steps for their planning, and the subject leader to action plan where needed. EYFS use observations to inform their assessment in all areas of the curriculum.

Monitoring and Review

The monitoring of the standards of the children's learning in Computing and of the quality of teaching in Computing is the responsibility of the Computing leader.

Monitoring and Review of the subject takes place according to the Curriculum Monitoring and Evaluation Policy.