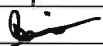


# MERTON COURT SCHOOL



## COMPUTING POLICY

To be reviewed December 2022 by: Computing coordinator, Headmaster, LT
Signed by the Headmaster/Proprietor: 
Shared with staff: 23/11/21
Put on the Website: 23/11/21

### Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Merton Court School we recognise that children are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

### Aims

The aims of Computing in education at Merton Court are:

- Provide a relevant, challenging and enjoyable curriculum for Computing for all children.
- Meet the requirements of the National Curriculum programmes of study for Computing.
- Use Computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip children with the confidence and capability to use Computing throughout their later life.
- To enhance learning in other areas of the curriculum using Computing.
- To develop the understanding of how to use Computing safely and responsibly.

The National Curriculum for Computing aims to ensure that all children: can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Are responsible, competent, confident and creative users of information and communication technology.

## **Rationale**

The school believes that Computing:

- Gives children immediate access to a rich source of materials.
- May present information in new ways which help children understand access and use it more readily.
- may motivate and enthuse children.
- may help children focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each child.

## **Objectives**

### **Early Years Foundation Stage (EYFS)**

It is important in the EYFS to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Our learning environments feature computing scenarios based on experiences in the real world e.g role areas set up as office work stations with lap tops.

Children are given the opportunity to explore 'Busy Things' during their computer lessons and on the class computer and white boards. They work towards navigating and completing simple programmes. In class they use hand-held recording devices and ipads to record verbally and photographically, as well as remote control toys such as Bee-Bots.

### **By the end of Key Stage 1 children should be taught to:**

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and computing the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

### **By the end of Key Stage 2 children should be taught to:**

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and **safely**.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### **Resources and Access**

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of Computing across the school.

Teachers are required to inform the Computing coordinator of any faults as soon as they are noticed. Resources if not classroom based are located in the computing suite. A service level agreement with NSM is in place to help support the coordinator to fulfil this role both in hardware & audio visual.

Computing network infrastructure and equipment has been sited so that:

- Every classroom from Early Years to Year 6 has a laptop connected to the school network and an interactive whiteboard with sound, DVD and video facilities.
- There is a Computing suite of 20 desktops.
- There are an additional 10 Laptops and 20 iPads, stored in the Science room/Library, available for classes to use.
- Yr 1 & Y2 learn key skills and introduction to coding.
- Each class has a dedicated coding lesson in the morning. Year 3 – Year 6 has an additional allocated slot in an afternoon for teaching of specific Computing skills, e-safety, support learning in other subjects.
- Each year Group has an iPad for class use.
- The Computing suite and netbooks are available for use throughout the school day as part of Computing lessons and for cross curricular use.
- Children may use Computing independently, in pairs, alongside a TA or in a group with a teacher.
- Yr3-Yr6 focus on coding lessons.
- The school has a Computing technician from NSM who is in school one morning every week.
- The school uses 'lightspeed' as an internet filtering system to block unwanted and inappropriate content.
- Boom mic for recording assemblies.
- Podcast station set up in the Art room.

### **Planning**

As the school develops its resources and expertise to deliver the Computing curriculum, modules will be planned in line with the National Curriculum and will allow for clear progression. Modules will be designed to enable children to achieve stated objectives. Children's progress towards these objectives will be

recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the National Curriculum and use the same format for their weekly planning sheet. A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of children to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities teachers should bear in mind that special arrangements could be made available to support individual children.

### **Assessment**

Children's work is assessed informally as they work through each unit of the curriculum and this feeds through to future planning. We feel that teachers should monitor children's progress constantly and give appropriate feedback at regular intervals.

### **Monitoring and evaluation**

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching. This may be through lesson observations, displays or accessing children's work on the network. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

### **Children with special educational needs**

We believe that all children have the right to access Computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the Computing curriculum for some children. We teach Computing to all children, whatever their ability. Computing forms part of the National Curriculum to provide a broad and balanced education for all children. Through the teaching of Computing we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate Computing can be used to support SEND children on a one-to-one basis where children receive additional support.

### **Equal opportunities**

Merton Court School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we will enable all children to develop positive attitudes towards others. All children have equal access to Computing and all staff members follow the equal opportunities policy. Resources for SEND children and the More Able will be made available to support and challenge appropriately.

### **The role of the co-ordinator**

There is a Computing coordinator whose responsibilities are:

- To produce a Computing development plan and for the implementation of the Computing policy across the school.

- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Computing.
- To maintain resources and advise staff on the use of materials and equipment.
- To liaise with all members of staff on how to reach and improve on agreed targets
- To help staff to use assessment to inform future planning.

### **The role of the class teacher**

Individual teachers will be responsible for ensuring that children in their classes have opportunities for learning Computing skills and using Computing across the curriculum. They will plan and deliver the requirements of the EYFS outcomes and early learning goals or primary framework for Computing to the best of their ability. At Merton Court School we set high expectations for our children and provide opportunities for all children to achieve, including girls and boys, children with educational special needs, children with disabilities, children from all social and cultural backgrounds, and those from diverse linguistic backgrounds. Their form teacher ensures success by creating effective learning environments:

- Securing children's motivation and concentration
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches
- Setting suitable targets for learning as outlined in the inclusion policy.
- The class teacher's role is a vital role in the development of Computing throughout the school and will ensure continued progression in learning and understanding.

### **Staff training**

The Computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.

Teachers will be encouraged to use Computing to produce plans, reports, communications and teaching resources.

### **Health and safety**

The school is aware of the health and safety issues involved in children's use of Computing. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the senior site technician, HSO or the Headmaster who will arrange for repair or disposal.

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment.
- Liquids must not be taken near the computers.
- Magnets must be kept away from all equipment.
- Safety guidelines in relation to IWBs will be displayed in the classrooms.
- e-safety guidelines will be set out in the e-safety policy.

## **Security**

- The Computing technician/coordinator will be responsible for regularly updating anti-virus software.
- Use of Computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy.
- Parents will be made aware of the 'acceptable use policy' at school entry and KS2.
- All children and parents will be aware of the school rules for responsible use of Computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of Computing and the internet will be displayed in all Computing areas.

## **Internet Usage, Email and Rules**

Details of these can be found in Appendices A-D.

## **Safeguarding**

All lessons are taught with due regard to the Child Protection and Safeguarding Policy to establish a safe learning environment.

## **Written Reporting to Parents**

A written report for Computing is issued in the Autumn and Summer Terms for forms J2-S4. Comments reflect a child's knowledge, skills and attitude towards the subject and grades are given for effort and attainment.

## **Cross curricular links**

As a staff we are all aware that Computing capability should be achieved through core and foundation subjects. Where appropriate, Computing should be incorporated into schemes of work for all subjects. Computing should be used to support learning in other subjects as well as develop Computing skills. **SMSC lessons incorporate working together to create a graphic design, studying and researching religious artefacts on the website and setting up email contact with another school from a different country (following the 'Use of the Internet' Policy.)**

## **Parental Involvement**

Parents are encouraged to support the implementation of Computing where possible by encouraging use of Computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

## **Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster/Proprietor and will undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

## **Availability:**

This policy is made available to parents and staff in the following ways: the staff portal and on request a copy may be obtained from the School Office.