

Computing Policy



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Produced by:
Approved by Curriculum Committee:
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Computing Policy

Computing Intent

By the time the children leave Wraysbury Primary School, we intend that all children can use Computing tools:

- Confidently, creatively and to be “tech savvy”
- To understand the importance of the use of technology, and how to use it safely and respectfully
- To have an awareness of a range of different types of software and be digitally literate

Implementation

Computing is taught in line with the National Curriculum objectives. Many lessons need to be taught discreetly, but cross curricular links should be used where appropriate. Wraysbury Primary School have chosen to use resources from Kapow to ensure that all areas of the Computing National Curriculum are covered and that the progression of skills is correct for the age of children.

Time Allocation

All Key Stage classes have one session in the Computing suite each week for the teaching of Computing. In addition, the Computing suite has availability on an ad hoc basis for when it suits cross curricular teaching. In EYFS, a 20 minute carpet input session is timetabled in each week. Computing is increasingly an integral part of many lessons, particularly with the use of the Clevertouch screens. Access to the Computing suite will always be under the supervision of an adult.

Staff Training

All members of teaching staff will be fully trained on use of the Computing suite, interactive whiteboards and all related software. Training will be delivered by the Computing Subject Leader and, where appropriate, by specialist service providers.

Assessment and Record Keeping

Children are assessed according to the expectations at the end of each unit of work. Feedback to pupils about their progress in Computing is usually done while a task is being carried out. Formative assessment involves identifying each child's progress, determining what each child has learnt and the next stage in his/her learning. Suitable tasks for assessment could include:

- Specific Computing assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work.

Target Tracker is used to track the skills, knowledge and understanding in Computing and teachers are expected to highlight the relevant statements at the end of each unit taught.

Each pupil

- Has a ‘home folder’ on the network to save work in.

- Can access their ‘home folder’ from both the Computing suite and their classroom computers.
- Has a personal ‘login’ from which they access their own phase relevant desktop and saved work.
- Is taught to save/access their work in their own file on the network.
- Has an Office 365 account in order to access the Microsoft suite of programs, including Teams.

Archived work is managed and stored/deleted as necessary by the individual members of staff.

Special Educational Needs

Computing has the flexibility to meet the individual needs and abilities of each pupil. It promotes access for pupils with learning difficulties to otherwise inaccessible areas of the curriculum such as group work or collaborative learning. Teaching assistants also use the Computing suite and classroom based computers to address the needs of children with Special Educational Needs.

Resources

A Computing Network Manager is employed to monitor the network and classroom computers, to procure hardware in liaison with the Senior Management Team. Any hardware or software concerns should be recorded by raising a ticket on the Turn IT On Portal. Tickets will be monitored by the Computing Network Manager who will consult with the Computing Subject Leader and SBM as necessary.

Physical Resources

The Computing Suite includes:

- 34 networked computers, all with restricted internet access (managed by Exa on behalf of Turn IT On)
- 1 colour laser printer
- 1 mono laser printer
- 1 Clevertouch Screen.

The classroom resources include:

- 1 desktop computer with full access to the network.
- 1 Clevertouch screen, with Teacher desktop connected.
- 1 visualiser

More recently, the school has built up a small bank of laptops. These are available for small group work in classrooms if appropriate. These machines are set up as Local Users, so they are able to access Office 365 programs and the Internet. The school network cannot be accessed through them.

Impact

Due to the investment in technology and resources, school staff should be equipped to deliver the school’s computing curriculum effectively and pupils should leave the school with a strong understanding of how to keep safe when using technology. They should be able to understand how to use a range of different software packages and see how they can be useful in their next stage of learning.