RAVENSCOTE JUNIOR SCHOOL

COMPUTING POLICY

2024 - 2025

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Ravenscote Junior School
Computing Policy

Computing Vision Statement

At Ravenscote Junior School our aim is to create motivated lifelong learners using computing to support and enhance teaching and learning. We aim to provide children with the skills to allow them to gain the benefits of new technologies whilst keeping themselves safe in the 21st Century.

Statement on the School

Ravenscote is a large Junior School with a five class entry. It is situated in a pleasant, suburban area and has extensive grounds. The school is organised into twenty mixed ability classes in four year groups (Years 3-6). Staff in each year group plan all the areas of the curriculum, so that all children have access to equal learning opportunities.

What is computing?

The teaching of computing at Ravenscote is done through the delivery of the ICompute scheme of work. Computing comprises of three areas – computer science, information communication technology and digital literacy. It contributes to the school curriculum by preparing all children to participate in a rapidly changing society in which work and other forms of activity are increasingly dependent on computing skills.

Computer science helps children to develop their programming skills in order to write sequences of instructions to perform a specific outcome. Children also encouraged to debug their work to ensure the desired results are produced.

Information communication technology looks at using search technologies effectively and analysing and presenting data in different forms. Children will find, explore, develop, exchange and present information.

Digital literacy involves evaluating the way information is presented and an important aspect is to educate children on how to use the internet safely.

Children also develop an understanding of the implications of computing for working life and society. The use of computing also enhances teaching and learning in other curriculum subjects. The use of computing throughout the curriculum encourages critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection.

Aims

Through the teaching and use of computing the school aims to:

- Meet National Curriculum requirements in computing.
- Develop every child's computing capability as set down in the school's scheme of work.
- Develop skills in using hardware and software to manipulate information.
- Help other curriculum areas achieve National Curriculum requirements through the support of computing.

- Apply the learning of these skills to the children's everyday and future lives.
- Ensure that staff and children understand the capabilities and limitations of computing and gain insight into the implications of its development for society.

National Curriculum Requirements

Although the requirements for computing capability are laid out in the statutory orders for computing, it is not intended to be viewed as an isolated area of the curriculum. It is to be considered as a cross-curricular theme, contributing to all National Curriculum subjects. The Programme of Study can be seen as a framework to organise and monitor the experiences of computing for pupils. To ensure full coverage Ravenscote follows the ICompute scheme of work with the addition of directed Online Safety discussion at the end of each lesson. Additionally, there is a unit on fundamental computing skills at the start of Y3 to ensure all children are starting with the same level of knowledge.

Pupils are required to use computing confidently and purposefully.

Online Safety

The school's approach to Online Safety is outlined in the Online Safety Policy. Online Safety is taught throughout the computing curriculum at Ravenscote and class discussions take place within each computing lesson.

Where it is found at Ravenscote?

Computing is found in the computer suite and in each classroom in all four year groups. Each class within the year group should follow the suggestions for study indicated in the Medium Term Plans and the Scheme of Work (ICompute).

Key Stage Plan
Our teaching and learning of the skills, knowledge and understanding in computing will encompass the National Curriculum:

- Using search technologies effectively
- Using programmes to collect, display, analyse and interrogate information
- Select, use and combine a variety of software on a variety of digital resources – using a range of equipment, evaluating the use of different methods and software
- Control and simulate - Using the computer to model real and imaginary places and events, Using programs to control devices (e.g. changes in temperature, security sensors)
- Exchanging and sharing information
- Communicate words, pictures and sounds.
- Reviewing, modifying and evaluating work as it progresses
- Evaluating work.

Curriculum plans encompass the computing curriculum plan and should reflect computing as both a core National Curriculum subject and as a cross-curricular theme. Teachers should use the scheme of work (ICompute) and the medium term plans created by subject leaders to inform their weekly planning. They should ensure that computing activities are carried out in a range of contexts so that children learn to use a computer when appropriate. Time should be set aside at the end of each lesson for the discussion of an online safety question linked to the learning in that lesson. Planning should also promote the

discussion of the 4C's with children developing an understanding of how these link to their own behaviours whilst online.
Staff should explicitly identify where computing is being used to support other subjects within that subject's planning.
The class teachers lead the teaching and learning of computing knowledge, skills and understanding LSA's support them. All teachers provide opportunities for practising, consolidating and capitalising on the computing skills within the range of classroom activities planned.

Assessment Organisation

Children's computing capability will be assessed through the integrated task at the end of each unit.

During a unit of work, pupils assess their progression and knowledge development by RAG rating their skills map. Additionally, pupils complete a reflective statement, or answer reflective questions in a discussion format at the end of each lesson. This reflective activity may include whole class or paired discussion or a "walking gallery" where children test each other's work and give feedback to their peers. It is necessary to assess the pupil's ability to use programmes with confidence, in a variety of situations. Class Teachers will complete a live marking sheet in each computing lesson to monitor progress and identify focus groups for the following session.
Reporting to parents will occur at the end of each school year as part of the Annual Report.

Teaching and Learning

The principles for Teaching and Learning are laid out in Ravenscote's Teaching and Learning Policy.

We expect that every child is allocated time to develop their computing capability in the computer suite. This time is required for teaching computing knowledge, skills and understanding and for practice and consolidation.

Through the scheme of work (ICompute), we expect that our children will be taught and learn a range of knowledge, skills and understanding linked to many different resources – like computers, iPads, logboxes and cameras.

We aim to capitalise upon experiences in computing outside the educational environment and seek to find ways in which these can be developed for the benefit of enhancing the quality of teaching and learning across the whole school community.

Staff should explicitly identify where computing is being used to support other subjects within that subject's planning. Planning will be monitored by the Computing subject leaders. Work planned for children will be relevant to them and their lives. It will build on their existing skills and provide opportunities to develop new ones.

Progression and Adaptations

Progression in computing is shown by children's ability to apply computing appropriately in an increasingly wide range of tasks.

Adaptation in computing will follow the basic principles outlined in the school's Teaching and Learning Policy.

Adaptation may be by:

- Task
- Outcome
- Grouping
- Pace
- Teacher input

Monitoring

The scheme of work (ICompute) and medium term plans are reviewed and updated on an annual basis to ensure they reflect good practice. The scheme of work (ICompute) provides sufficient detail to ensure all pupils receive a consistent experience in computing.

Children's work will be completed and saved on Google Classroom where it can be accessed by their class teacher as well as the Computing Subject Leader. Other work may be printed or saved directly to the computer when using programmes such as Kodu and Scratch.

Special Educational Needs and Inclusion

Computing lessons are appropriate for all children as the teacher will adapt as necessary for those children with additional needs. Liaison with the Inclusion Assistant Headteacher may sometimes be necessary. Teachers will include all children in computing lessons by ensuring the skills are the same for all learners but the journey to the same end point may be different. The use of the 5 a day principles (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) are apparent in lessons to enable pupils to develop knowledge and build on knowledge from previous years. For example, inclusion pupils are able to access learning through using the vocabulary displayed in the suite to support their understanding. Additionally, learning is modelled through the use of AB tutor so children can follow exactly what is being clicked on their screens before completing activities. All children will benefit from aspects of the lesson, such as discussion and other children communicating and sharing ideas.

Computing can be used to extend and challenge the more able by being flexible within the classroom situation. Targeted inclusion children have the opportunity to use "Clicker 8" during lessons which helps them to access learning with visual and audio cues. It allows struggling writers and spellers to become more independent with the use of word banks, images and audio feedback.

Equal Opportunities

All aspects of computing include equality of opportunities for all children and staff regardless of age, gender or cultural background. Lunchtime computing clubs give pupils who do not have computers at home access to computers and the internet.

Homework is completed on Google Classroom with the use of a computer. Where pupils do not have access to a computer at home, paper homework is provided.

Staff Training

The computing subject leader 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 subject leader if additional support is required.

Resources

Computing resources at Ravenscote are organised in a computing suite, year group laptop banks, and tablet banks. All classes have access to at least one internet linked computer attached to an interactive

whiteboard. The teacher also has access to an iPad with syncing features to the board. Selected pupils have access to laptops which are stored in the classroom and used during lessons.
Ravenscote invests in software that will support the use of computing across the curriculum and this is available to all staff and pupils on the curriculum network. Hardware is spread throughout the classes and resource areas of the school.
The school will dispose of redundant equipment responsibly by offering to charities, recycling it or disposing of it safely and appropriately.

Use of Portable Equipment
The school provides portable equipment such as laptop computers, Learn Pad tablets, Easi-speak recorders, NowPressPlay headphones and digital cameras to enhance the children's education as well as allow staff to make efficient use of such equipment to enhance their own professional activities.
Certain equipment (e.g. digital video camera) will remain in the resource cupboard located in the Computing Suite. This may be booked out for use according to staff requirements. Once equipment has been used, it should be returned to the resource cupboard. Other equipment (laptops and iPads) will be available in classrooms.
Equipment such as Staff laptop computers are encouraged to be taken offsite for use by staff in accordance with the Acceptable Use Statement and Internet Access Policy.
Equipment used in conjunction with a school-approved trip should be signed out with the technician.
Each member of teaching staff is provided with a laptop when they join Ravenscote. It needs to be returned when the member of staff leaves Ravenscote.

Care of Equipment
The individual in whose care equipment is trusted should maintain the items so they are in a clean and serviceable state.
Any technical fault should be reported immediately to the computing subject leader technician.

Administrative Systems
The school administration system is separate from the curriculum system with access available from the school office. The office network is supported by a contract with Babcock.
By developing the use of electronic Management Information Systems (MIS) the school saves teachers' time, whilst providing effective electronic availability of individual pupil tracking data, both within school and at transfer at the end of Key Stage. The Assessment Leader, Administration Officer, Office Manager and Data Input Manager will attend relevant training to keep abreast of the rapid changes within this field.
All teaching staff have access to Scholar Pack.

Security
Parents, pupils and staff will be made aware of the 'Acceptable Use Policy' and of the 'School Rules for Responsible Use of equipment and the Internet'; they will understand the consequence of any misuse. The agreed rules for 'Responsible Use of equipment and the Internet' will be displayed in all computing areas.
Children will read discuss and sign a copy of the Acceptable Use Policy at the beginning of each year. A copy of the Acceptable Use Policy will be sent to the parents of all new pupils in Year 3 at the start of the year.
The technician will be responsible for regularly updating anti-virus software on all computers linked to the network. Class teachers are responsible for regularly updating anti-virus software on their laptops. No CD ROMs or memory sticks from outside school should be allowed in machines without permission from the Computing Subject Leader or technician.
All equipment is security marked and noted in the school inventory.

Health and Safety

The school is aware of the Health and Safety issues involved in children's use of equipment and follows the recommendations made by Surrey County Council. All pupils receive introductory sessions in the computing suite dealing with Health and Safety issues. These include showing pupils how to adjust the brightness and contrast settings of monitors as well as the correct keyboard and seating position. Pupils will also receive instruction on the correct procedure for using a mouse and are regularly reminded not to look directly into the projector beam when using the interactive whiteboard.

The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screens. This directive is followed for all administrative staff. Whilst this legislation only applies to people at work we seek to provide conditions which meet these requirements for all users.

The technician will regularly make a visual check of equipment in the computing suite specifically to ensure that:

- A fire extinguisher suitable for electrical fires is in place and undamaged.
- There are no trailing cables or leads which could constitute a health hazard.
- There are no daisy-chained multiblock electrical sockets in use.
- There are no damaged chairs or other faulty and/or potentially hazardous equipment.
- Lessons involving the use of computers should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.
- All equipment is checked annually under the Electricity at Work Regulation 1989. A detailed inventory is kept up to date by the Administrative Office who ensures all equipment is checked. New equipment is added to the inventory on arrival.
- Regular Risk Assessment surveys are conducted by the designated H&S representative; faults are logged and appropriate action taken.

Evaluation

The evaluation of computing is an on-going process. It will be undertaken during planning in year groups and in core meetings when teaching plans are reviewed. The success of pupils' experiences will be monitored by the Computing Subject Leaders, individual class teachers and by pupil self -evaluation.

Extended Learning Opportunities

Ravenscote encourages the use of the computer facilities by those in the community who request access to them. The decision to allow access to the facilities is taken by the SLT according to the terms of the school's hiring policy.

The Role of Computing Subject Leader

- To develop and implement a policy, develop a computing development plan and effective planning.
- To review and assist with teachers' planning in accordance with both the scheme of work (ICompute) and the National Curriculum, so that computing teaching and learning opportunities can be capitalised upon.
- To monitor and assess standards in the teaching and learning of computing across the school.
- To be responsible for computing resources in the school and take appropriate action, within budget, to ensure that all equipment is operational.
- To be personally aware of new ideas in computing.
- To inform the whole school community of new developments and celebrate achievement accordingly.

- To liaise with other curriculum subject leaders regarding the purchase of resources for their subject area and with the technician.
- To evaluate with the curriculum planners the units of work to inform future planning.
- To liaise with a governor who will be invited to take a particular interest in computing in the school.
- Plan and implement INSET programmes according to staff needs, as agreed with the Headteacher.

Role of Technician

- To support children and staff in the computing suite.
- To distribute hardware and software throughout the school.
- To maintain central resources (audited annually) such as software masters, digital cameras, control and monitoring equipment in an organised and accessible manner.
- To maintain the network software infrastructure including the addition and deletion of users, email accounts, new software etc.
- To maintain secure backup routines on the fileserver.
- To update anti-virus software regularly on any computer linked to the network.
- To maintain printers, order ink cartridges and monitor printing.