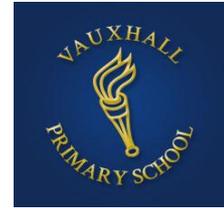# Wyvern Federation

Computing Policy

Created by: **James Stewart**

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Updated on:	Changes made / notes:
19.11.12	**Addition of Environmental Responsibility paragraph on page 2**
7.6.15	**Additions and alteration to reflect the New Computing curriculum**
12.2.16	**Updated policy to include Aurora House curriculum**
12.4.16	**Convention on the Rights of the Child articles added**

Computing Policy

At the Wyvern Federation we understand that we now live in a society that is heavily dependent on the understanding and use of technology and therefore strive to provide our children with the best possible education in computing and ICT.

Wyvern Federation values the contribution that computing and ICT can make for the benefit of all pupils, staff and parents and governors. The school actively promotes and utilizes computing and ICT opportunities within the whole school structure and ethos with greatest emphasis on the promotion of learning and teaching. We appreciate how context related computing and ICT can support learning across the curriculum.

The aims for our children are to:
• be provided with an interactive and stimulating experience of learning through the
• use of ICT across the curriculum.
• learn specific computing and ICT skills throughout the school.
• use ICT confidently and develop the ability to independently apply its use to support
• their learning.
• receive one Computing lesson a week using the ICT Suite.
• learn through the use of an Interactive Whiteboard in class.
• be given the opportunity to become familiar with a range of technologies,
    e.g. cameras, floor turtles, CD and DVD players, digital microscopes.
• use ICT as a tool to evaluate and reflect upon their work and the work of others.
• explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.
• use ICT to communicate with others, supporting their use of language.
• develop good health and safety attitudes and practice.
• access information in line with the Convention on the Rights of the Child: Article 13 (Freedom of expression) Children have the right to get and share information, as long as the information is not damaging to them or others; Article 17 (Access to information; mass media) Children have the right to get information that is important to their health and well-being.

Wyvil School /Vauxhall School Curriculum Organisation
• Following the new National computing Curriculum from September 2014.
• Our scheme of work for computing maps out skills progression across key stages 1 and 2
• An audit of resources is undertaken yearly to ensure that hardware and software are kept as up to date as possible and that obsolete or broken machines are scrapped or repaired.

Aurora House Curriculum
Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such at the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil subject leaders for support.

Recording, Assessment and Reporting
• Capability should be monitored regularly in relation to the National Curriculum requirements.
• Pupil progress and attainment is recorded each term for each child using an Excel assessment grid.
• A summative end of year assessment is sent to each child's teacher to inform their end of year report.
• Teachers assess progress of each lesson to inform planning for the next lesson.
• Work is levelled against moderated samples work.
• Samples of work are kept on the network and as a hard copy.

Health and Safety
• Children should not be left unsupervised when using ICT equipment at any time.
• Children should not be given the responsibility of plugging in or switching machines on without a member of staff present.
• Food and drink should not be consumed near ICT equipment.
• Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc.).
• An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are responsible for monitoring the information accessed by pupils.
• The school E Safety Policy supports the Health Safety aspects of using ICT to communicate.

Staff Responsibilities
• Staff have their own passwords to access the school network and LGFL email. These should not be shared.
• Staff are responsible for ensuring that ICT equipment is stored securely.
• Staff are responsible for ensuring that the ICT suite is left clean and tidy after each lesson.

Equipment and Environmental Responsibilities
• All ICT equipment is security marked.
• All software on school computer systems must have been agreed with the ICT Subject Manager prior to installation.
• All ICT equipment and licenses are recorded in the ICT Asset register.
• Virus protection is maintained through the LGFL / Sophos..
• All equipment is disposed of in accordance with the Wyvil ICT Recycling Equipment Strategy in accordance with see appendix 1 of this policy
• Wyvil Primary School and Vauxhall Primary School follow the procedures set out in appendix 2 'Wyvil ICT Power Management Strategy'

Access to ICT Facilities
• Teacher's classroom ICT Kit to comprise of a PC/ Laptop/ iPad, IWB, digital camera, Microscope and Visualizer.

- An ICT Suite of 30 PCs.
- A laptop trolley of 15 notebooks and tablet trolley of 15 tablets
- Software supports computing scheme, assessment and planning and cross curricular learning.
- All software to be loaded by an authorised administrator.

CPD
• CPD for staff in computing/ICT knowledge and understanding and will respond to areas of development identified by skills audits and questionnaires.
• Technical support is given when requested by the computing/ ICT Subject Manager.

Curriculum Management
The Subject Leader will facilitate the delivery of the computing curriculum by;
- monitoring of the delivery of the computing curriculum across the school.
- updating the policy and scheme of work
- ordering/updating resources
- providing INSET so that all staff have sound subject knowledge and are aware of changes and innovations in the subject.
- by taking an overview of whole school planning to ensure that opportunities occur
- for pupils to develop computing / ICT capability across a range of curriculum areas.
- by attending appropriate courses to update knowledge of current developments
- by ensuring effective deployment of our ICT Service Provider

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.