

Oak Field School Policy for Computing

Philosophy

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.”

(Computing National Curriculum, 2014)

- Computing is a subject of particular significance to the pupils of Oak Field School as it provides opportunities for multi-sensory experiences and learning which allows pupils greater insight and control into the World around them. Computing is recognised as an integral part of developing key and life skills.
- Computing is delivered as a discrete subject and as a cross curricular tool to enrich learning experiences. It is used to facilitate effective communication and access to the whole curriculum.
- The Computing curriculum is enhanced through a multi-cultural approach as outlined in the schools Equal Opportunities Policy. All pupils have equality of opportunity regardless of issues surrounding gender, race, sexuality or disability.
- The Computing curriculum is based upon the National Curriculum, whilst fully meeting the individual needs of the pupils of Oak Field School. This incorporates aspects of the 3 areas which define the Computing National Curriculum.

Aims

- For pupils to be taught computing skills which will empower them as independent learners.
- To enable pupils to develop computing skills which make a positive impact on their own lives.
- To enable pupils at an appropriate level to take greater responsibility for their own learning and develop awareness of e-safety in the current technological age.
- To use computing and the development of technical skills to enhance a broad and balanced curriculum.

The planned curriculum, based on the National Curriculum model, uses the following 3 areas and skills are developed using a spiral model to support consolidation of learning.

- **Computer science**, where pupils are taught the basic principles of information and computation, including how digital systems work.
- Using **Information Technology** to create programs, systems and a range of content with increasing independence, building on basic principles.
- This in turn ensures pupils become **Digitally Literate** and are able to use and express themselves through information and communication technology

Strategies for putting policy into practice

- Computing sessions are taught using both standard and specialised equipment and resources to meet the needs of the pupils, empowering them to access technology and develop skills to their full potential. This may be in class groups, small groups or on an individual basis.

- Computing and technical resources and specialist equipment are used to enhance the balanced and broad curriculum of Oak Field School. Aspects of computing have widespread use as a communication tool for individuals and in creating multi-sensory learning experiences.
- Resources are overseen by the school and a managed service provider (Civica).

Roles and responsibilities

Teaching and learning is planned to ensure key skills in Computing are taught and that skills are also used to enhance the cross-curricular learning of individuals. The curriculum planning and development is monitored and developed by the subject leader alongside other key staff.

The Science, Technology and Computing (STC) coordinator and Computing subject leader are responsible for the objectives set within the school agenda for Computing and in liaising with the managed service provider. The STC coordinator and Computing subject leader are responsible for ensuring appropriate procedures are in place regarding health and safety, e-safety and the acceptable use of ICT in co-operation with the managed service provider. As referred to in the Statutory guidance for schools in England - Keeping Children Safe in Education (2016) "Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding".

It is essential that all staff keep up to date with on-going developments in Computing to ensure that the school is fully meeting the needs of the pupils. In accordance with Keeping Children Safe in Education (2016), schools have a responsibility to ensure that online safety is included in relevant lessons. "Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Computing and also PSHEE and SRE education. This teaching is monitored and reviewed by the relevant subject leads for these areas.

Assessment and recording

The use of computing in recording progress in cross-curricular subjects is embedded across school and the assessment of ICT/Computing is also made as a discrete subject for pupils of specific ages. Pupil progress will be recorded through a range of evidence including photographs, videos and pupils' work including stored files. An electronic or E-portfolio will be developed for some pupils which demonstrates their progression in learning across all subjects over time. EHCP's and Individual Education Plans are used to set targets for pupils and pupil progress is monitored through the review of lesson plans and observations, pupils' work and in analysis of progress against expectations, both National and school based assessments. Pupils in 14-19 are also assessed according to ASDAN and OCR Functional Skills accreditation in ICT.

Monitoring, Review and Evaluation

In the constantly changing environment of information technology regular evaluation will be required of the pupils' learning needs and knowledge of new technologies applied accordingly. Work in Computing and in cross-curricular Computing should be evaluated against pupils' development needs, learning objectives and individual pupil targets on IEP's.

Constant evaluation of school based hardware, software and new technologies will be undertaken by the STC coordinator and computing support staff, working alongside the managed service provider, specialist companies and relevant universities. This will all be overseen by the Senior

Leadership Team and Governors. The systems in school will evolve with technology as it develops and as resources allow.

Katy Tigg

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