The Grove School

Policy for:

Computing

Date Written: April 2014

Date Reviewed: Sept 2023

Next Review Date: Sept 2025

Signed By: Mrs Williams

Governor Responsible for: Mr Robert Curry

Headteacher: Mrs Penny Derries

The Grove School

Computing Policy

Rationale

The use of Computing/ICT in The Grove School will be used to enhance teaching and learning, helping to create a rich and stimulating learning environment. The development of independent and supported learning for all children will be facilitated through making Computing/ICT accessible, inclusive and appropriate. We intend that all pupils and staff will be able to benefit from the use of Computing/ICT through using up-to-date, high quality resources and the development of personal skills.

The principles for Computing/ICT are:

•Policy and provision are evaluated and reviewed regularly

•Resources are planned and budgeted for and in a yearly subject action plan and costed as part of the School Budget.

•The Governing body the school follow their statutory responsibility in relation to Computing/ ICT

•Cross curricular links will be highlighted where appropriate

Aims

The school aims to:

•Provide a broad, balanced, challenging and enjoyable Computing/ICT curriculum for all children.

•Use the recommendations of National Curriculum as a foundation for our pupils learning with high regard for differentiation for each pupil.

•To enhance and develop communication for all.

•To continually improve the quality and equality of access to the range of Computing/ICT resources

•At each Key Stage children will have the opportunity to develop Computing/ICT capability through activities in all areas of the curriculum.

• Computing skills will be taught specifically to develop competence and those skills used to support learning across the curriculum.

•For some pupils Computing/ ICT will be used as a functional tool to help them interact with their environment and develop social and communication skills.

•To assess, monitor and moderate pupil's attainment in computing/ICT in order to demonstrate and track progress.

•To provide a continuing program of professional development for all staff.

Roles and Responsibilities

The Computing/ICT Curriculum co-ordinator: Holds responsibility for developing the Computing/ICT strategy; writing and reviewing policies on Computing/ICT implementation; informing staff and SMT of Computing/ICT related issues, monitoring & advising on classroom implementation, resource management & planning and co-ordination of Computing/ ICT training.

<u>The SMT</u>: Have an overview of the development of Computing/ICT within the school and support the Computing/ICT coordinator in monitoring the standards of Computing/ICT planning and delivery in the curriculum, resource management.

<u>Class teachers</u>: Have responsibility for planning, researching and delivering Computing/ ICT within their own class teaching. As with other curriculum subjects there is a need to keep themselves updated with available resources for their subject area and best practice.

<u>Subject Coordinator</u>: Is responsible for the implementation of Computing/ICT in this particular curriculum area. This involves researching and purchasing new software and disseminating information to the rest of the staff about ICT developments and resources within this subject area.

<u>Senior Teaching Assistants/Teaching Assistants</u>:

Are valuable members of the staff and work closely with individual children or small groups on many different activities. Computing/ ICT being integral to many pupils' learning and communication needs creates a necessity to keep up-to-date with setting up and using Computing/ICT to facilitate learning. Learning Support staff therefore are included in any training opportunities in this area.

Children/young people have opportunities to experience and take part in Computing/ ICT through relevant themes, topics or activities in relation to the Early Learning Goals. Through Key Stage 1 and 2 teachers using 'I Can Statements' as an assessment tool to track the progress in computing/ ICT. Within the PMLD classes and within some other class groups throughout school, Learning Intentions are recorded through MAPP.

Each student should have equal access to ICT and appropriate communication in order to develop his or her Computing/ICT capability and interaction with others. All pupils at The Grove School are entitled to receive a broad and balanced curriculum, including Computing/ICT appropriately differentiated according to need. Differentiation will include making changes to a task, using specific software, peripheral devices or communication aids. It may also mean that in some cases the amount of time taken with a pupil may need to vary, along with the level of challenge in the task being undertaken.

Computing/ICT lessons will be differentiated according to individual or group learning needs and the way that resources are used will match the pupil's learning styles and access requirements. "A small number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities. Physical barriers to learning may mean that pupils could have difficulty with vision and hearing, or physically holding or using standard equipment. The school has a range of access devices such as switches and roller ball devices to increase accessibility. Planning will need to take into account the communication and physical access needs.

 Equal Opportunities In line with the Disability Discrimination Act 2010, each pupil will be provided with equal opportunity to participate in Computing/ICT activities and no pupil will be prevented from doing so on the basis of disability. Each member of staff is responsible for ensuring that all children irrespective of gender, ability, ethnicity, and social circumstances have access to the whole curriculum and to Computing/ICT where this helps with access to learning experiences. Our aim is to provide equal opportunity for pupils with an autistic spectrum disorder, sensory and additional physical needs in order to access a broad and balanced curriculum. Including differentiation in planning, delivery, assessment and recording to take into account the particular needs and learning styles of these pupils. For pupils with autism this has implications for their needs regarding the Triad of Impairment. Software Resources The Computing/ ICT coordinator will research and purchase any

programmes pertinent to ICT skills. Curriculum coordinators have the responsibility of researching and purchasing any software pertinent to their curriculum area.

The decisions about software purchasing will be influenced by: any gaps in providing for the scheme of work; developing practise in curriculum delivery; new and innovative technologies as they become available; development of computing/ICT skills.

Access to the Internet and Online software (For more details see E-Safety Policy) Access to the Internet for pupils in school should always be supervised appropriately for pupils to minimise accidental or intentional damage and for ease of use. When using any ICT or related equipment staff should be aware of the safety aspects of using particular pieces of equipment with pupils. Generally, wires and cables should be out of the way so that they cannot be tripped over, or pulled out. Loose and moveable equipment should be supervised closely when in use, and the height of the computer peripherals and the screen should enable the most comfortable seating and working position for the pupils. A risk assessment for setting up and using Computing/ICT should be carried out regularly and staff update on any issues.

Management Information System - The school uses SIMS to manage the pupil data, common transfer files and unique pupil numbers. The school administration system is separate from the curriculum system. Assessing, Recording, and Reporting The school will use the 'I can Statements/MAPP assessment criteria in order to record and monitor the pupils' progress. Class teachers are expected to take the responsibility for gathering evidence for their own and whole school assessment purposes. Class teachers will regularly update all children's progress for Computing/ ICT in their I.E.P. or MAPP files

Monitoring, Evaluation and Review-

 The monitoring of Computing/ICT delivery across the school is part of the development plan (through Assessment Target) to ensure that staff skills, pupil attainment and curriculum coverage increases and improves. The monitoring and evaluation of ICT delivery will involve lesson observation and through informal discussions with staff and the monitoring of planning documents.

Computing/ICT Co-ordinator

Review September 2025