



COMPUTING POLICY

INTRODUCTION

At Spring Common Academy, we recognise that pupils are entitled to a broad and balanced education which affords our pupils an understanding of how information and communication technology (ICT) is an integral part of our lives.

For some pupils, this will include a structured, progressive, approach to learning how computer systems work, the use of ICT and the skills necessary to become digitally literate and participate fully in the modern world.

We will ensure that all our pupils have the opportunity to develop their skills to make use of technology safely.

Rationale:

We aspire to:

- support our staff to be sufficiently technologically competent to support our pupils.
- enable pupils and their families to develop the ICT skills and capabilities they need to confidently deal with real life situations.
- provide high quality teaching and a curriculum that motivates and excites all pupils.
- enhance learning beyond the classroom and extend learning into the wider community.

Through the safe use of ICT, our pupils can gain self-confidence, develop their social, communication, gross and fine motor, and problem solving skills.

For many of our pupils with more complex needs, technology including associated assistive devices provide a variety of tools to increase autonomous interactions with their world.

AIMS

- Provide a relevant, challenging and enjoyable Computing curriculum for all pupils.
- Use computing as a tool to enhance learning throughout the curriculum.
- Respond to new developments in technology.
- Equip pupils with the confidence and capability to use Computing throughout their later life.
- Enhance learning in other areas of the curriculum using computational skills.
- Develop an understanding of how to use Computing safely and responsibly.

PRINCIPLES OF THE TEACHING AND LEARNING OF COMPUTING

Computing should be presented in practical contexts that have real meaning to

enable pupils to grasp the concepts.

Every teacher has their own teaching methods and styles and this adds to the variety of ICT experience that the pupils receive.

Any resources used as an aid to the teaching of ICT should be used flexibly to ensure that the pupil's standards of learning are high.

All teachers are encouraged to use ICT where appropriate and include this in their planning.

Access to computers will be class based and integrated as part of normal class-based activity.

The relevant subject co-ordinators ensures that teachers have access to a range of suitable software for the curriculum area.

It is the responsibility of **the** class teacher to ensure that all pupils have access to ICT using appropriate specialist equipment.

COMPUTING CURRICULUM

Within Key Stages 1 and 2, computing will be delivered through cross curricular lessons.

For instance, digital literacy is taught through literacy; programming is embedded into maths lessons.

E-safety work is explicitly linked to PHSE.

The medium term and short term plans reflect these links, and where appropriate, the computing objectives will be made explicit.

At Key Stages 3 and 4 pupils have access to timetabled Computing lessons. Many aspects of the computing curriculum will continue to be taught through cross curricular links, including e-safety within PHSE.

In Key Stage 3 pupils are taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and compute the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Understand that computer can be linked together to share information and communicate with others.
- Communicate safely and respectfully online, keeping personal information private.

In Key Stage 4 pupils are taught to:

- Design and write programs that accomplish specific goals.
- Use sequence, selection, and repetition in programs.
- Work with variables and various forms of input and output.
- Use logical reasoning to explain how a simple algorithm works, and to detect and correct errors in algorithms and programs.

All teachers throughout the school make links within their lessons to Computing

objectives, ensuring the safe and appropriate use of ICT is embedded into all aspects of the whole school curriculum.

Please refer to the Teaching & Learning Policy for more information.

EQUAL OPPORTUNITIES AND ACCESS

All pupils regardless of race, sex, age, religion and disability should have the fullest possible access to all areas of the school curriculum. This includes the wider aspects of school life.

The school environment will nurture a respect of differences between individuals. Staff should take these issues into account in the presentation of all school activities. Senior management team will work with staff to review the planning and practice of these activities.

All pupils have access to all the appropriate ICT equipment in school. Access to this is planned for as part of lessons.

Specialist equipment, such as touch screens, Big Keys keyboards, switch keyboard or switch box which allows communication devices or switches to be connected, and iPads are available.

Please see Appendix 1 for specific guidance on teaching Computing to children with Autism Spectrum Conditions.

INTERNET

When the Internet is being used, then the School's Acceptable Use and E-safety policies will always be strictly adhered to. E-safety will be taught within PSHE lessons and this is reflected in the medium term plans.

ASSESSMENT RECORDING AND REPORTING

Pupil's work is assessed against skill-based criteria, with an emphasis on developing a depth of understanding.

This subject is assessed, recorded and reported in line with the school's Assessment Policy. Further details can be found in the policy document.

Moderation of work takes place periodically within the school and once a term across the local area Special Schools.

MONITORING AND REVIEW

Monitoring is carried out by the Computing and SMT team, in the following ways:

- Informal discussion with staff and pupils
- Assessment records
- Moderation of work
- Lesson observation

HEALTH AND SAFETY

- Appropriate seating is provided in classrooms where there are computer stations.
- Excessive cabling has been bundled and where appropriate run behind conduit to limit accidents.
- Pupils and staff are encouraged not to spend too long using the computers or laptops and to take breaks.

DEPLOYMENT OF RESOURCES

All teachers have a laptop and tablet for use in school.

Each class has a variety of ICT within their class for use by pupils and adults. Individual pupils have specific ICT equipment allocated for their use in school.

Lower school classes can access the Lower School iPad trolley by signing up for them on a timetable, an electronic copy is stored on Staff Share (G); Timetables; Laptop and iPad Bookings, a physical copy is stored with the iPad trolley. The Lower school iPad trolley is stored in the Sensory room when not in use.

KS3 and KS4 classes can access KS3 iPads and KS4 iPads by signing up for them on either the KS3 or KS4 iPad timetable, an electronic copy is stored on Staff Share (G); Timetables; Laptop and iPad Bookings, a physical copy is stored with the iPads. The KS3 iPad trolley is stored in the SLT room, the KS4 iPads are stored within the KS4 classes.

Upper school classes can access the Upper School laptop trolley by signing up for them on a timetable, an electronic copy is stored on Staff Share (G); Timetables; Laptop and iPad Bookings, a physical copy is stored with the laptop trolley. The Upper school laptop trolley is stored in the SLT room.

Post 16 classes access their own bank of laptops which are stored centrally on a laptop trolley and distributed across Post 16.

Policy agreed on: July 2020

Signed on behalf of the Trustees _____

Committee: Teaching, Learning and Welfare/Full

Author: **TABITHA SMITH**

Review date (optional): _____

Website Y/N

Appendix 1

Teaching Computing to Children with Autism Spectrum Conditions (ASC)

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

In Computing students with ASC may exhibit the following learning traits:

- A relative strength in concrete thinking, for example programming and predicting output from input.
- A preference for visually as opposed to orally presented materials, for example following computer generated instructions onscreen to verbal instructions.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling outcomes from inputs or sequential programming.
- Difficulties in abstract thinking, for example, comprehension of themes or topics that they do not link to their own experience.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.
- Difficulties in social cognition, for example, understanding the motivations of people at different times in History or different Geographical locations.

Students with ASC are supported through Computing and ICT in the following ways:

- The use of clearly defined tasks supported by visual cues
- Clear input and output expectations
- Safe online socialising skills