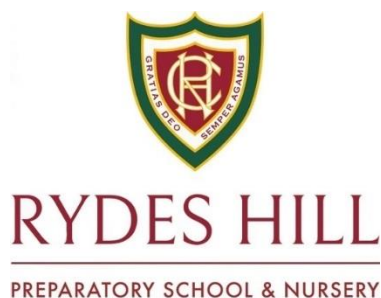


RYDES HILL PREPARATORY SCHOOL & NURSERY

C9 - COMPUTING CURRICULUM POLICY



MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what school stands for and all are encouraged and challenged to be the best they can be.

| | | |
|----------------------|--------------------------------------|-------------------------------|
| Written By : | Di Morris – Computing | 7 th December 2020 |
| Reviewed By : | Cate Rowson – Deputy Head (Academic) | 13 th April 2021 |
| Approved By : | SLT | 20 th April 2021 |
| Governor Review By : | Not required | |

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Revision History

| Revision | Paragraph Number | Revision |
|---------------|------------------|--|
| January 2011 | | New Document |
| January 2012 | | Updated |
| January 2013 | | Updated |
| January 2014 | | Updated |
| January 2015 | | Updated |
| January 2016 | | Updated |
| January 2017 | | Updated |
| January 2018 | | Updated |
| February 2019 | Whole Document | Change to document format, add paragraph numbers, revision history, abbreviations, acronyms and definitions table. Content has been substantially rewritten. |
| | Front Page | Updated Mission Statement & Logo |

Abbreviations, Acronyms and Definitions

| Abbreviation / Acronym | Definition |
|------------------------|-----------------------------------|
| EYFS | Early Years Foundation Stage |
| INSET | In Service Education and Training |
| | |
| | |

Aim / Objective / Statement of Intent

1. This policy applies to the whole school including EYFS.
2. The Computing Curriculum Policy is a statement of the aims, principles and strategies for the use of Computing at Rydes Hill Preparatory School and Nursery.
3. This document should be read in conjunction with the following policies :
 - P01 Anti-bullying Policy
 - P03 Pupil's Use of Computing, Mobile Telephones and Other Electronic Devices Policy
 - P04 Safeguarding & Child Protection Policy
 - P07 Staff Code of Conduct Policy
 - P09 Taking, Storing & Using Images of Pupils
 - P50 Online Safety Policy
 - P52 iPad & Laptop Acceptable Use Policy
4. During the school day, teachers will guide pupils towards appropriate materials. Outside school, families bear the same responsibility for such guidance as children interact with information sources such as television, mobile phones, films, radio and the internet.

What is Computing?

5. Computing comprises of a variety of systems that handle electronically retrievable information with computers being the most obvious, but computing also includes programmable robots, iPads, tape recorders, calculators and video recorders.
6. Computing includes the use of a variety of software applications, iPads and the internet.
7. Computing has a critical role in enhancing the learning process at all levels, and across a broad range of activities. Through the use of Computing in the curriculum, our school will be helping pupils become knowledgeable about the nature of information, comfortable with the new technology and able to exploit its potential.
8. Computers are an essential part of our society. Computers are built into everyday objects, they are used as tools to handle information and communicate. We see computing as vital for our pupils to gain confidence and capability in using Computing to prepare them for Senior School and later life. To enhance and extend their learning across the whole curriculum. To obtain a set of skills that will undoubtedly, be required for routines of life, for pleasure and for creativity in the future. Computing can be stimulating and motivating and gives all children equal opportunities to develop at their own potential.

Aims

9. Our aims in using Computing are that all of our pupils will:

- Derive enjoyment using computers and tackle all applications with confidence and a sense of achievement, giving them equal opportunity to develop within their own capability at Senior School and later life.
- Develop practical skills in the use of computer technology and the ability to apply these skills to solve relevant and complete worthwhile tasks. Extending each pupil in each area of the tasks to reach their full potential. Learning to problem solve using their own initiative, imagination, reasoning and investigative skills.
- Understand the capabilities and limitations of Computing and the consequences of its use
- Develop the appropriate technical skills (e.g. Coding) so that they can operate hardware and software for themselves as specified within the Computing Scheme of Work.
- Develop the social skills and personal qualities necessary for both independent and co-operative use of various machines, enhancing learning in other areas of the Curriculum.
- Understand appropriate use of the internet and risks involve. Learning to be safe with all the new Social Media on hand.

Principles for the use of Computing

10. Computing is important because:

- The ability to understand and use Computing is a vital skill in the modern world, everything is becoming more computerised and technologically automated. These skills will hold them in good stead going into their next stage of life.
- It is an important medium for learning and study at all educational levels, cross curriculum, communicating and handling information – using the computer to generate and communicate ideas in written, numerical, visual or aural form, and to retrieve, analyse and amend information accordingly. It is used for monitoring and tracking external events.

Skills, knowledge and concepts

11. To use Computing effectively the children need to acquire the following skills:

- Effective typing skills
- Spreadsheet design and knowledge
- Powerpoint presentations
- Simulations

- Manipulating and managing Microsoft Office or similar
- Designing websites
- Coding
- Managing their own devices
- Use of a mouse and other input devices (interactive whiteboard pen)

12. Pupils will also need to learn:

- How to log on and off successfully
- How to navigate from the desktop to their own files
- How to load relevant software applications
- How to save their work
- The different commands and prompts for different software
- Confidence and familiarity in using the computer
- Taking responsibility for their own development in a healthy and safe environment

13. Pupils will need to understand which software will be best to use for their tasks:

- Word processing (Microsoft Word, Publisher)
- Handling information (Excel)
- Modelling (Key Stage 2, Excel)
- Measurement and control (Robots, Logo and Purple Mash)
- Presentations (Power Point, Word, Publisher)
- Coding

Strategies for the use of Computing

14. The emphasis in our teaching with Computing is on the use of computers as tools to support learning. Thus:

- Computing is time-tabled and is seen as a tool to be used throughout the curriculum to support and enrich children's learning
- The use of Computing receives a specific mention in the policy documents for all subjects of the curriculum and most classes use additional software to support the English and Mathematics curricula
- Computer use is carefully managed so that all pupils are given equal access opportunities.
- Computing is offered as an entitlement for all pupils
- Pupils in Kindergarten and Lower Transition work in the classroom either in groups, pairs or on their own, depending on the activity.
- Pupils in Pre-Preparatory and the Preparatory classes all work in the computer suite for an allocated lesson each week and are offered time in lessons with iPad supervision
- There is a specialist teacher for Computing, its use is integrated into normal classroom practice under the direction of the class teacher.
- All pupils are made familiar with the basic aspects of the printer management and efficient use of the keyboard and mouse.

- Word processing is the application most widely used throughout the school
- As pupils progress throughout the school, they are given increasing control of their use of Computing, developing independence in their use of Computing as a tool appropriate to any given activity and in their choice of software required
- All classrooms are fitted with an interactive whiteboard and have the opportunity to plan lessons using the iPads

Teaching Assistants

15. Teaching Assistants are used to assist with Computing in some classes, usually those classes with younger children. They often assist with:

- Reading on screen information with some Early Years activities
- Data entries for information processing work
- Problem solving with LOGO and coding
- Desk top publishing activities
- Assisting with the use of iPads and other technical devices.

Commercially available schemes of work

16. These are rarely used in Computing, although some published materials may be used for teaching Touch Typing skills and practising spelling. There is material containing differentiated worksheet for photocopying, available for each class. We also use the Purplemash and Discovery packages within our lessons structure.

Pupils with Special Needs

17. These pupils have the same Computing entitlement as all other pupils and are offered the same curriculum. However, in addition, particular applications of Computing may be used for:

- Pupils with difficulties in learning, who need to be motivated to practice basic skills regularly and intensively, and thus benefit from the use of programs in which practice of skills is set in the context of a motivating game.
- Pupils of high ability who may be extended through the use of programs which offer challenge and opportunities for investigation
- Pre-selected websites are used to extend high achievers

Homework

18. Homework is not used to support work in Computing as pupils' access to home computers is variable, although many pupils now use the internet for research.

Excellence in Computing

19. Pupils' achievements in Computing are celebrated in demonstrations and display including:

- Hands-on and demonstrations sessions at Open Day and Power Point
- Displays of text, pictures, graphs and charts that have been produced by pupils are mounted around the school and in the computer suite
- Computing cups are awarded at Prize-giving

School Computers and Internet Access

20. School computers and internet access are predominantly for the use of teaching and learning.

21. Computers, iPads and associated equipment must not be tampered with in any way.

22. Any faults with computers should be reported as soon as possible to the Bursar, Computing Department or Net Tech – support@ntsols.com

23. Executable files or files of any type that could cause damage to the School system may not be downloaded onto the network.

24. Pupils must always ask a teacher's permission before using a computer or mobile device. Pupils are not be allowed to use their own personal devices.

Strategies for Ensuring Progress and Continuity

25. The advance of Computing in the School is undertaken by the Senior Management, Bursar and Governors. They are advised by staff, administration and Computer co-ordinators of present needs and requirements. Net Technical Solutions are invited if a particular area of expertise is required in key discussions.

26. These strategies include:

- Planning for the use of Computing is a process in which all teachers are involved
- Creating and providing for staff and students to support teaching, learning and administration which will make Rydes Hill a centre of excellence
- To be responsible for future developments and prioritise appropriately the way the developments take place, ensuring the safe use of computers.
- Suggestions for Computing activities are developed by the co-ordinator in collaboration with colleagues and to be representative of the whole school and have a whole school view of the development of Computing.

- Termly plans are drawn up by individual teachers and monitored by the subject coordinator
- To ensure that all staff are encouraged to become confident and regular users of the Schools systems and packages.
- Teachers are offered INSET days to enhance their skills and advised to practice these given tools to enhance their daily teaching.

Roles & Responsibilities

27. The role of the Computing Co-ordinator is to:

- Take the lead in policy development and the integration of Computing into schemes of work
- Support colleagues in their efforts to include Computing in their development of detailed work plans, in their implementation of those schemes of work and in assessment and record keeping activities
- Monitor progress in Computing and advise the Headmistress on action needed
- Take responsibility for the purchase and organisation of central resources for Computing
- Advise and follow-up with Net Tech, for providing technical support to colleagues in their use of computers
- Investigate and disseminate information to colleagues as appropriate, including information about useful websites

Formative Assessments

28. Formative Assessment is mostly carried out informally by teachers in the course of their teaching and is used to:

- Guide the progress of individual pupils in their use of Computing
- Identify each child's progress and determine what each child has learned
- Inform the next stage in pupil's learning

Formal Summative Assessments

29. Formal assessments are carried out in Middle Prep, Higher Prep and Form One as part of their end of year examinations.

Strategies for Recording and Reporting

30. Recording – the co-ordinator has a portfolio of work for each year group.

31. Reporting – Written reports are sent to parents annually. Reporting on Computing will focus on each child's ability to use a computer with confidence and competence across the range of curriculum subjects. Parents are welcome to request an appointment at any stage to discuss their child's development.

Strategies for the use of resources

32. The Computer Room houses 22 networked computers, a scanner and a colour printer. This allows a full class to access a computer at any time.
33. The Computer Room also houses a variety of software including Windows 2010 and we have a backup server to ensure no data is lost.
34. Kindergarten and Nursery have computers in their classrooms. There is a range of software available for use on these computers. The computers in Lower Transition are in the process of being updated.
35. All teachers have a laptop and iPad for use at school and home to prepare and enhance lessons. We have two banks of 20 iPads that teachers can make use of with their classes.

Central Resources in Computing

36. These are the responsibility of the Computing co-ordinator supported by Net Tech. She is supported by the Online Safety Officer.

Health and Safety Issues in Computing

37. These include taking care with:
- Setting up and moving equipment
 - Establishing appropriate working conditions
 - General electrical safety, checked by Caretaker
 - Instructing children on correct sitting position when using computers
 - Limiting the time spent on the computers in any one session

Internet access Policy

38. Periodically we offer teachers an information evening regarding safe use of the internet and all technologies by a specialist consultant.
39. Please also refer to P03 Computing, mobile telephones, iPads and electronic devices.