STEP Academy Trust
Programming and Computing Policy

Date of Policy: **July 2015**   **Review: July 2018**

Introduction

Computing should enrich, modernise and support all aspects of our academies curriculum. Children's learning should be made more rewarding and inspirational by using ICT. Children's confidence and progress in their computing skills is essential for them to maximise their learning in the curriculum and to prepare them for the challenge of a rapidly developing and changing technological world.

Throughout the STEP Academy Trust, teaching should be made more creative and effective by using computers and mobile technology which provide innovative experiences that would either be less inspiring or impossible without them. Staff should be equipped and continually updated with computing skills and resources that enable them to feel confident in using ICT effectively in their teaching and wider professional role. Our computing resources should be as up to date, relevant and extensive as possible.

The children should have as much access to ICT as possible, especially for those with less access outside of academy. The academy should keep up to date, informed and responsive to technological advances. The academy should explore innovative ways to use computers to teach creatively, communicate with all stakeholders and enrich learning.

The purpose of this policy is to state how the trust intends to make this provision.

Rationale

The STEP Academy Trust believes that ICT:

- Allows children to appreciate the relevance of Computing in our society and see it as an essential tool for learning, communicating, finding information and for controlling and understanding their environment;
- Prepares students for use of Computing in their future lives;
- Can present information in new ways which help pupils understand, assimilate and use it more readily.
- Can motivate and enthuse pupils;
- Can help children with special learning needs to focus and concentrate;
- Offers potential for effective group working;
- Has the flexibility to meet the individual needs and abilities of each student, and therefore personalise learning;
- Provides rich assessment for learning opportunities.

To be read in conjunction with the following policies: Teaching and Learning, Assessment, Marking and Presentation, EYFS, English, Maths, Science, Arts, PE, RE MfL, SRE and relationships, RRS and Homework.

Aims

The STEP Academy Trust aims are to:

- Ensure a broad and balanced computing curriculum is provided for all children regardless of ethnic origin, gender, class, aptitude or disability.
- Meet the national curriculum requirements for Computing.
- Embed computing across a curriculum that acknowledges its contribution to learning in all other subjects.
- Equip pupils with a progression of computing skills that they can apply both in and out of academy.
- Support all staff to make effective use of ICT at a professional level.
- For computing to have a positive impact on pupils' creativity, motivation, independence and collaboration, behaviour and attitudes.
- Provide our children with an enjoyable experience of computers so that they will develop a deep and lasting interest and may be motivated to use them further.
- For children to use computers in experimental, imaginative, exploratory ways. This will include regular opportunities to engage with computer programming.
- Ensure that staff and children understand the capabilities, advantages, risks and limitations of ICT and consider the implications of its development for society.
- Make effective use of technology to transform teaching and learning providing opportunities that would otherwise not be possible.
- Facilitate electronic communication between home and academy.
- Ensure the safety and well-being of our pupils.
- Teach Computing in line with the principles of our Teaching and Learning Policy.
- Ensure computing resources are relevant and sufficient.
- Respond quickly to new developments in technology.
- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Organisation and Resources

The STEP Academy Trust believes that progress in Computing is promoted through regular access and use of technology relevant to a task. STEP have employed an experienced ICT team across the trust to ensure that ICT equipment is well maintained and software and systems are up to date. Members of staff report ICT faults to the ICT team via the STEP Web helpdesk.

Responsibilities

The Headteacher & Governors will:
- Monitor the implementation of the Computing Policy.
- Ensure there is a long term plan that details coverage and progression.
- With the subject co-ordinator, monitor teaching, learning and standards in Computing.

The Computing Co-ordinator and the Technical Team will:
- Devise, update and monitor the academies use of the ICT skills progression.

- Support teachers and support staff with planning and use of resources.
- Undertake appropriate CPD to ensure an up to date knowledge and report to staff.
- Lead technological professional development in staff.
- Manage the computing resources in the academy.
- With the headteacher, monitor teaching, learning and standards in Computing.
- Produce an action plan for Computing, setting out the priorities which will be incorporated in any academy improvement plan.
- Carry out any risk assessments and follow health and safety guidelines.

Teachers will:
- Use the Long Term Plan for computing to plan opportunities for all children to develop a broad range of appropriate computing skills.
- Plan opportunities for the relevant and creative use of ICT across the curriculum. .
- Plan for differentiation so that all children develop computing skills, taking into account the individual needs of children. This includes SEN, higher ability children and those with less access to computers at home.
- Ensure the appropriate time is allocated to discrete teaching of Computing and Computer Programming.
- Report pupils achievement in ICT in the annual report to parents
- Follow health and safety guidelines and the 'Acceptable Use of ICT' policy.

All staff will:
- Ensure all adults and children handle and use equipment in an appropriate way.
- Follow health and safety guidelines and the 'Acceptable Use of ICT' policy.
- Safeguard children and young people online with a view to prevent Radicalisation and Extremism' http://www.lgfl.net/esafety/Pages/counter-extremism.aspx .
- Ensure that the use of ICT is strictly in line with the Trust's E-Safety and Data Protection Policy.
- All staff will ensure that no food or drink should be consumed near computing equipment.

The academies **E-Safety and Data Protection Policy** gives more internet security information.

All pupils and parents:
- All pupils and parents are made aware of the academies E-Safety rules and the consequences of any misuse.
- Parents are asked to give permission and sign STEP's AUP (Acceptable Use Policy) for their children to use ICT, the internet and email in academy.
- All pupils are required to sign and abide by the E-Safety rules; failure to do so may result in restricted access to ICT equipment. (The agreed E-Safety rules are displayed in classroom ICT areas.)

Equal Opportunities and Equality of Access
- All children, regardless of gender and ability, will have equal access to the ICT curriculum and will have the opportunity to make the most of their own potential, within this field.
- Where children do not have access to a computer at home, provision will be made in academy to enable them to complete online homework.
- Computers are used regularly by pupils before and after academy.
- STEP Academies are continually seeking ways of using ICT resources to benefit the wider Academy community.

Please refer to the **E-Safety and Data Protection Policy** for internet and security information.

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