FOX WOOD SCHOOL

Computing Policy
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Philosophy

At Fox Wood School we believe that teaching and learning can be greatly enhanced for our pupils through the use of Computing and the Internet. Computing covers more than just computer studies, it comprises of a wide variety of equipment that handle data including CD/DVD recorders, Digital cameras, AAC (Augmentative and Alternative communication aids) equipment and much more. Computing gives all pupils the opportunity to learn about and use a wide range of equipment, including the Internet, enabling us to raise standards across all curriculum areas. Computing can facilitate and adapt to allow Inclusion for all.

We feel that the use of computers is also important to our staff, as a teaching and learning tool and as a means of training and recording.

We believe that the rapid development of Information Technology in the home, the workplace and the wider community has had and will continue to have an immense impact on the lives of individuals. Pupils need to develop a variety of Computing skills, which allow them to harness the power of technology and use it both purposefully and appropriately.

Aims

- Provide opportunities for learning in the areas of:
    - Computer Science
    - Information Technology
    - Digital literacy
- Enable all pupils to follow the National curriculum programmes of study for Computing, broken down as such to be appropriate and relevant to their abilities, needs and aspirations.
- Provide a full range of experiences in the programmes of study, providing opportunities for learning and developing knowledge, skills and understanding, in all areas prescribed by the National curriculum.
- The breadth of study may include some areas which are covered at an "awareness" or "experience" level.
- Ensure pupils learn at their own pace whilst being motivated by frequent successes which they recognise themselves.
- Offer opportunities for pupils to revisit areas and to use previously acquired skills in new contexts, new topics and new subjects
- Assess pupil's knowledge, understanding and skills on an on-going basis, recording regularly, using this information to plan future work.
- Ensure assessment data is used for planning
- Record assessment half termly using B^2
- To supply the best and most relevant Computing equipment available for pupils needing specialist aids, such as adapted hardware and or software as whenever possible.
- Take advice from other agencies such as Speech and Language and Physiotherapy etc.
- Help pupils to build confidence and transferable skills in using a wide range of equipment across a wide range of uses and contexts.
- Ensure pupils work in a safe and secure environment

- Provide focused support and training for staff, as necessary, in the use of software and hardware.

Teaching, Planning and Learning styles

We believe that the effective use of Computing can allow pupils to enhance their communication and to impact on their learning .

In order to promote high standards of learning and good progress staff should prepare lessons in line with the National Curriculum where appropriate and other curricular guidance that meets the statutory requirements for Computing as a cross-curricular teaching resource. Teaching of Computing will focus upon the teaching of objectives, structured in a way that ensures good progression. Planning will take account of the need of all pupils to use Computing in appropriate contexts, throughout all Key Stages and will provide opportunities for pupils to experience a variety of learning strategies.

The schools vision for computing ensures that we are addressing the requirements of the National Curriculum where appropriate; whilst at the same time planning a curriculum appropriate to the needs of our pupils. Each strand is differentiated to ensure teaching and learning is appropriate to each individual.

Strands covered include:
- Computer Science
- Information Technology
- Digital literacy

Teachers follow a common format for short term planning which identifies differentiated learning objectives, cross curricular links, key vocabulary, activities, resources, lesson structure and assessment.

Teachers will lead one unit of Online Safety during the first half term of each academic year. This will then be supported throught the remaining Computing strands, PSHEE and through cross-curricular activities.

Assessment, Recording and reporting

We:
- Record assessment data half-termly using Bsquared and Evidence for Learning (EfL)
- Assess children's knowledge, understanding and skills on an ongoing basis; recording these regularly to plan for future work.
- Set appropriate IEP targets using assessment data.
- Create progress files which will provide evidence of a pupil's achievements in ICT.
- Report to parents on an annual basis through the annual review and a written report.

This is achieved by:

- Ensuring assessment data is used for planning.

- Recording assessments half termly using Bsquared and EfL
- Planning for the use of ICT in all subjects, if the pupils can benefit from this.
- Setting aside an adequate sum for the replacement and upgrading of equipment

Scheme Of Work

Computing skills are taught in the foundation stage and continue throughout the Key Stage 1, 2, 3 and 4. The Scheme of Work teaches our pupils the basic skills needed to access Computing. It also provides guidelines on accessing a wide range of software in a variety of ways. The schemes of work are continually updated to accomodate new initatives in computing.

Provision for The Early Years Foundation Stage

Pupils in the foundation stage are given access to Computing through play and through structured activities on many areas of the early years curriculum.

Resources

We have extensive Computing resources in school. Each classroom has a rise and fall interactive board and a minimum of 2 and up to 4 networked computers and a class iPad, a Library/Computing suite in school (which has a set of networked laptops and a wide variety of switch toys and accessories). We also have class based iPads in addition to a set of 10 iPads to support different lessons. The Internet is used in a variety of lessons to support learning.

We have two Multisensory rooms (one in the college and one in the main school), both are set up with a wide range of equipment to suit a range of needs.

Other resources consist of:

- Eye Gaze
- Multi sensory floor
- Digital video cameras
- Digital cameras
- Roamers
- Bee-Bots / Blue-Bots / Pro-bots
- Data logger
- Scanners
- Switch toys
- A wide variety of switches in various sizes
- Microphones
- Headphones
- Specialist keyboards
- Specialist mice and joysticks
- Touch screen monitors

- Rise and fall interactive screens
- Networked laser printers.
- An extensive range of software to support all areas of the curriculum
- Individual desktops
- A large selection of "How to" (help books for staff) books for a large selection of software packages.
- Skoogs
- Wowee speakers
- Hand sonic electronic drum kit
- IPads
- Ipods
- Powerpoints and other resources made by staff stored on the school network.

Health and Safety

This is achieved by:

- Educating pupils in the responsible use of computer equipment, whenever they are accessed.
- Teaching the pupils about possible threats to their well-being, and how to avoid them.
- Teaching pupils about how to be safe when online
- Ensuring correct seating is available and used
- Providing rise and fall desks as needed to allow for correct posture and placement of equipment
- Taking care with setting up and moving equipment.
- Establishing safe working conditions and electrical safety.
- Ensuring all users, have signed the school Computing code of conduct.

Health and Safety Guidelines

We aim to meet these guidelines in all instances.

There should be enough space around a computer for papers, books and other materials. Desk and floor space around computer should be free of bags and coats, gangways and exits should be kept clear at all times. Pupils should aim to be looking down at the screen, with the top of the screen roughly at their eye level. Where possible the arm or wrist should be supported on the table. In order to avoid eyestrain pupils should take a break from the computer at least once every twenty minutes and will be encouraged not constantly lean their head forward. When pupils are sharing a computer a member of staff will ensure that everyone in the group can see without straining. Pupils at Fox Wood School are supervised while they are on the computer.

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

Pupils should not be allowed to switch on the power at the mains.

Equipment is to be situated away from water.
Pupils should always be supervised when using electrical equipment.
All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with Warrington Borough Council guidelines.
Pupils should not be allowed to carry equipment.
Computer systems will not be placed near magnets, radiators or have trailing wires, which can be tripped over.

Anti–Virus

Fox Wood School's networked machines and laptops use Symantec endpoint anti-virus protection. Our ICT Support Company (UTL) regularly check the network integrity in order to ensure that the network remains virus free. **Securus Education detects inappropriate content** as soon as it appears on screen, whether it has been typed or received by the user. A screen capture is taken of every incident, showing what was displayed at the time, who was involved and when the incident took place. In order to reduce the risk of a virus infiltrating a school computer the following protocols should be observed by all staff.

Staff transferring files into school systems via USB pen drives or disks from home users should always run the anti –virus software prior to opening files onto school systems. If in doubt SLT or ICT Support should be consulted prior to opening files

E-mail attachments present a particular danger of virus infection and should not be opened when the identity of the sender is unknown. Any e-mail that is received without the identity of the sender being known should be deleted immediately. If in doubt either the Computing Coordinator or TA for ICT should be consulted prior to opening files.

Cross-Curricular Links

We see Computing as a dynamic subject that can be a useful teaching tool in all areas of the curriculum. Some of the areas we can use Computing in are:

- Maths – counting games, rhymes and websites, graphical programs, shape and measure games and websites
- English – games and website that have a language, writing or drawing focus. Online stories and PowerPoints are used in reading sessions. We also use programs that can improve mouse control or switch timing to enhance reading and writing skills.
- Music – websites and programs that the pupils can access and make music by themselves or using switches and interactive screens
- Art – programs and websites that allow pupils to view and change traditional, modern and popular art. We also use painting programs that allow the pupils to become familiar with colours and mouse control.
- Further cross-curricular information is made available in other schemes of work they have highlighted Computing links for each topic.

Differentiation

Differentiation should be achieved both through the planning of differentiated activities and through differentiation of intended outcomes. For example, pupils who are progressing rapidly should be encouraged to extend their Computing experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the set task. Pupils will have different aptitudes and abilities in Computing and will progress at differing rates; however, it is important that staff give every pupil the opportunity to develop their skills in this curricular area.

Equal Opportunities

This will be achieved by:

- Ensuring we have adequate hardware and software for all.
- Providing adapted individual desktop settings.
- Providing specialist hardware and software.
- Adapting software and hardware settings.
- Taking advice from outside agencies
- Ensuring all pupils have access to all equipment, at appropriate levels or merely as an experience.

We make Computing and the Internet as accessible as possible for all our pupils.

Monitoring and & Evaluation

All progress that the pupils make will be assessed and recorded in accordance with Fox Wood School's procedures. The planning for each class will show progression, continuity and a range of experiences of using the Internet and Computing. Achievements in Computing are recorded using Bsquared assessment tool and EfL and will be reported in the Record of Achievement Files,Learning journals, Annual Reports and Annual Reviews.