



Computing

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Policy Development & Consultation

Ladywood staff have contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

Background Information about the School

Ladywood School is an Outstanding Special School situated in Bolton. It caters for primary aged pupils with complex learning difficulties and pupils with a diagnosis of Autistic Spectrum Disorder.

Our pupils come from a large and very mixed area, and are transported to school by the local authority. At Ladywood, we aim to provide all our pupil with a broad and relevant education. We do this in a positive environment that reflects our commitment of high expectations for all.

Due to the high demand for school places, Ladywood has increased in size significantly.

At Ladywood, our pupils are given the very best care and support to ensure that they gain essential skills and receive the very best from their educational experiences. Our team work in close partnership with our parents and the wider professional community to ensure a holistic and dynamic network of support for all pupils. Our curriculum is designed with pupils' individual strengths and needs at the heart of their learning. Every step is taken to ensure that our children develop a love of learning, in an engaging, challenging and creative environment.

Philosophy

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Ladywood School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Ladywood School is a proud member of Woodbridge Trust. As a trust, we are constantly striving for the highest quality of teaching and learning for all our pupils across every area of the curriculum. This policy will provide a framework of guidance, which will emphasise our positive approach to raising standards and emulate the values of Woodbridge Trust. It will enable the staff to make an informed decision regarding standards and ensure the subject leadership role is performed rigorously, efficiently and effectively.

Aims

Computing is a core subject within the National Curriculum and our aims are that:

- Children will enjoy using Computing and will tackle applications with confidence and a sense of achievement.
- Children will develop individual strengths and use Computing in a purposeful way to equip them for future life experiences.
- Computing will be valued through adequate provision of resources, a long-term vision set in line with the whole school curriculum, along with continuing professional development for all staff.
- Computing will take a cross-curricular approach and is an integral part of the Foundation Stage curriculum.
- Children will develop practical skills and have the opportunity to solve problems using Computing in line with LLPs.
- Children will access the use of Computing within a safe framework and be taught the fundamentals of safe and effective use with online safety as an essential component of Computing.

These aims are reflected in our school mission statement.

Organisation

The Computing curriculum was developed in line with the national curriculum and broken down into tiers, consisting of: Exploratory, Functional Bridge, Functional and Core. This breaks the learning down into smaller steps to meet the needs of our pupils. Skills are recapped and built upon to ensure a progressive and balanced curriculum. Essential skills of Computing should be built into the six areas of learning and Computing will be utilised throughout all learning areas to support subject learning. The teaching of Computing throughout the school should provide specialist teaching alongside purposeful opportunities to use, develop and apply Computing in all areas of learning and should include whole class lessons, as well as group, paired and individual work. Computing should not be seen as an inducement or privilege (to be given or withdrawn) but as the entitlement of all pupils.

Strategies for Teaching

Teaching styles will be adapted to allow pupils to observe, explore and discover, and so enhance the developmental process. No single style of teaching will suit all activities. Teaching will include:

- Differentiated approaches to match age, ability, attainments, interests and experiences of the pupils.
- Appropriate content being selected.
- Pupils being encouraged to use their abilities to problem solve, gather information and acquire new skills.
- Social interaction and co-operation being fostered and reinforced through group teaching sessions.
- Teaching the class as a whole on some occasions.
- Pupils working individually sometimes.
- Pupils receiving one to one guidance when necessary.
- Pupils being offered challenges through the careful analysis of previous attainment and well-matched tasks and activities.
- Through organisation of teaching and learning environment, pupils will be given opportunity to generalise their learning in a variety of situations and contexts.
- Development of a high quality learning environment including displays, learning walls, book corners and outside areas etc.

Strategies for Learning

Effective Learning will take place via:

- Pupils will take an active part in lessons.
- Pupils and teachers will have a sense of purpose.

- All staff will have positive expectations of pupils.
- Good use will be made of the opportunities to consolidate skills and use will be made of the knowledge that pupils have acquired.
- Pupils will be encouraged to think and communicate about their learning.
- Pupils will be encouraged to develop self-control.
- Independent working will be encouraged wherever possible.
- Pupils being given opportunities to work alone, in pairs, in groups and as part of a team.

Equal Opportunities

- All elements of Computing are carefully managed by the class teacher to ensure equality of provision for all children. Specific software and appropriate adaptations (roller balls, switches, studio, battery operated devices, interactive white boards, iPad, laptops etc.) are provided to accommodate all needs and give pupils a wide range of Computing experiences. Greater access for pupils can be achieved through consultation with other members of the multidisciplinary team. Computing is used to develop and enhance particular strategies suggested by a child's LLP.

Professional Development

Identification of staff needs is annually reviewed indicating individual staff training requirements. There is provision for personal access to Computing for all staff via school computers. These computers allow staff to have access to the internet, emails, applications suitable for planning and recording appropriate to their role.

All school staff have recently undertaken training in the fundamentals of Artificial Intelligence (AI) in education. This was designed to enhance their understanding, build confidence in the responsible use of AI tools, and ensure that such technologies are integrated safely and effectively into teaching and administrative practices.

Technical Support

Technical support is provided through Blue Orange.

Problems are recorded on the help desk link on all laptops and desktop computers, alternatively by emailing directly or contacting by phone. Outstanding or additional faults can be reported to the computing team. They will log the issue with the school's business and finance manager and a call reference sheet is completed. For more information regarding technical support and security please refer to the 'Ladywood Technical security policy'.

Resource Management

Budget allocation for resources is reviewed annually in accordance with the SIP, which outlines future purchasing/acquisition priorities. Other financial opportunities are also targeted where ever possible, Harnessing Technology funding and Parents Association monies. The SIP indicates prioritised areas where staff are likely to require further training and support and how this will be delivered.

Hardware

An annual audit of Computing hardware is completed by the Computing team with responsibility for Computing. The audit is updated as necessary to include new and discarded equipment. All equipment to be disposed of must be reported to a member of the team so that they can remove it from the audit. Towards the end of each agreement for leased equipment in school, negotiations will take place between school and the Computing Unit as to the future allocation of hardware.

School ensures that it provides appropriate security and insurance cover compliant with LA requirements.

Laptops/equipment that were allocated to the school through any government initiatives that stipulate that it is only to be used by the children will stay in school indefinitely. Such equipment will not be allowed to taken home for professional use at any time.

Please also refer to the 'Ladywood Technical security policy'

Software

There is an audit of software throughout school, which is updated as necessary. This complies with the scheme of work and is appropriately covered by relevant site licenses and online subscriptions. The scheme of work identifies future software needs; these will be addressed through the SIP where appropriate. Where these software needs are directly related to curriculum area, negotiations of funding will take place with other subject leaders.

Please also refer to the 'Ladywood Technical security policy'

Passwords

Password Security

A safe and secure username/password system is essential if the above is to be established and will apply to all school technical systems, including networks, devices, email and learning platform). Ladywood School currently uses a two factor authentication when accessing school systems should as

the server or school emails on devices outside of the school network or mobile devices.

Further guidance can be found from the National Cyber Security Centre and SWGfL "Why password security is important"

Policy Statements:

- These statements apply to all users.
- All school networks and systems will be protected by secure passwords.
- All users have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the Network Manager (or other person) and will be reviewed, at least annually, by the online safety group (or other group).
- All users (adults and learners) have responsibility for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.
- Passwords must not be shared with anyone.
- All users will be provided with a username and password by Blue Orange (see section on password generation in technical notes) who will keep an up to date record of users and their usernames.

Password requirements:

- A strong password policy has been agreed with schools and deployed by Blue Orange. Further guidance on passwords can be found below: Passwords should be long. Good practice highlights that passwords over 12 characters in length are considerably more difficult to compromise than shorter passwords. Passwords generated by using a combination of unconnected words that are over 16 characters long are extremely difficult to crack. Password length trumps any other special requirements such as uppercase/lowercase letters, number and special characters. Passwords should be easy to remember, but difficult to guess or crack.
- Passwords should be different for different accounts, to ensure that other systems are not put at risk if one is compromised and should be different for systems used inside and outside of school
- Passwords must not include names or any other personal information about the user that might be known by others
- Passwords must be changed on first login to the system

Learner passwords:

At Ladywood School pupils will be given their own login for each learning platform used within the school. Use of these learning platforms should always be supervised by a member of staff whilst in school.

- Records of learner usernames and passwords can be kept in an electronic or paper-based form, but they must be securely kept when not required by the user. Password complexity for most of the children in school should be reduced (for example 6-character maximum) and should not include special characters. Where external systems have different password requirements the use of random words or sentences should be encouraged.
- Users will be required to change their password if it is compromised.

- Learners will be taught the importance of password security, this should include how passwords are compromised, and why these password rules are important.
- Subject leads and/or Class teachers to be responsible usernames and passwords linked to the learning platform used to support their subject/class.

Access to Computing - including Internet

Through the scheme of work the school ensures fair access to Computing equipment for all, together with the facilities for appropriate use of the internet. The filtered internet access available within the LA means that every effort has been made to ensure pupils do not access inappropriate materials – More information on our filtering and monitoring policy can be found in the 'Ladywood Technical security policy' under the sub heading filtering. Each class has a user name and password and individual children can gain access to the internet through these.

The development of Ladywood Learning platform will support effective ways of working within and outside the classroom. The Learning Platform will provide access to learning resources and materials and provide parents with an opportunity to support their children's access to the content available.

Please also refer to the 'Ladywood Technical security policy' for more details.

Rules governing access to the internet and E mail communication are set out in the school's Acceptable Use Policy.

Copyright

School will adhere to legislation governing copyright on all software used.

Health and Safety

School ensures that through school policies and risk assessments, health and safety regulations are followed.

All computers and peripheral devices will be set securely on computer trolleys or tables with leads and wiring placed against the wall, cupboards or display screens so that they are not trailing.

Children will be taught about the safe working, logging on and loading of programmes.

Systems and Information Management

We currently use Bromcom software in school for record management.

School Network

All desktop PCs are part of the school network. Administration, staff, pupil and public all have separate domains which are available via the school network and access to each domain is password protected.

The existence of the school network is crucial to Computing at Ladywood school:

- Pupils have the opportunity to access a wider range of resources and refine their Computing skills. Staff must be vigilant in ensuring that pupil use is confined to the “pupil drive”.
- Staff access to the server will promote communication and information sharing and be an important part of the recording and monitoring process for all pupils and across all subjects.

Monitoring, Evaluation and Review

The Computing subject leader will have responsibility for monitoring Computing within the school to ensure adequate implementation of the policy and evaluate the effectiveness of the scheme of work.

The collection of medium term planning documents (available on the school server) provides the subject leader with an overview of the subject in all classes. Evidence scrutiny will take place as part of a rolling programme, linked to the SIP.

Termly subject meetings with the senior leadership team, subject leader and computing team will identify areas for development.

The evaluation of the effectiveness of any training relating to staff development will be via professional development meetings within school.

Assessment, Recording & Reporting

In the Early Years Foundation Stage children are assessed using the Early Years Learning Goals in all areas of the EYFS curriculum under the Cherry Tree assessment system within Tapestry. ‘Learning Journals’ are used to evidence progress at this stage. In addition, children are being monitored on the National Baselining System.

The procedure for assessment, recording & reporting is in line with school practice for the whole curriculum. Children are assessed termly using the curriculum document and their progress is RAG rated. Children are assessed within their curriculum band in their year group: Exploratory, Foundation Bridge, Foundation or Core.

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Resources will be purchased by the subject leaders on an annual basis. Staff are encouraged to notify the subject manager of their needs.

For more information, all Curriculum Maps can be found on the Ladywood School website.

Children then use the Ladywood Schemes of Work in all core areas, which breaks down the broader assessment statements into small steps of learning. Children have an individual Ladywood Learning Plan, which is reviewed and updated termly, to reflect progress within the Schemes of Work. In addition, all non-subject based EHCP 12 month targets are also identified on every child's LLP, ensuring that children are supported to make progress towards these to the very best of their ability.

In Computing, children are assessed using the Ladywood Whole School Curriculum Assessment Tool, which identifies which tier of the individual Subject Curriculum Maps children should be working towards, ensuring that all children are learning the correct knowledge to develop their skills and build upon prior learning. For more information, all Curriculum Maps can be found on the Ladywood School website.

Ethnicity & Equal Opportunities

Our policy is designed to be culturally appropriate and inclusive of all children. We will aim to avoid any form of racism, sexism and stereotyping.

Community Links

The emphasis is upon learning within the home, school and community. Pupils will be given the opportunity to transfer knowledge, skills, attitudes and concepts that they have learnt to other situations. Some pupils are offered time learning in other settings, e.g. mainstream schools, museums, nurseries. Social inclusion is encouraged wherever possible. Opportunities are created for the pupils to develop awareness of other cultures.

Partnership with Parents

At Ladywood, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at Ladywood. Ladywood Learning Plans are shared termly with parents and also aspirations are shared at parent evenings and annual reviews. Parents and carers are invited to attend the Ladywood parent's group where training and information regarding the learning styles and programmes at Ladywood is provided. The subject team links in with all parents at least once during the year offering a form of training, ideas or activities to use with their child at home in relation to the subject.

Monitoring the Policy

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented

Dissemination of the Policy

The executive head, head of school, governors, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.

Risk Assessment

The subject lead is responsible for writing and disseminating the Risk Assessment related to Computing. It is all staff's responsibility to read and adhere to the risk assessment.