COMPUTING POLICY

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Curriculum Intent for Computing at Abbey Court School

Computing is a vast subject at Abbey Court, covering a broad spectrum of areas of knowledge-building and skill acquisition. In a rapidly evolving technological world, at the heart of the intent for Computing is to make technology accessible for all of our pupils, and allow them to experience a wide variety of equipment, in line with their mainstream peers, for learning as well as for leisure. We want them to leave us with an understanding of cause and effect; knowing that their actions are important in this world and can affect change. Technology today enables a huge amount of independence- something which we constantly strive for the pupils to have as much as possible. Lastly, the safety of our pupils is paramount, and through our e-safety education, we are teaching them to advocate for themselves where possible and keep themselves safe in an increasingly online and virtual world.

"This policy should be read as part of a collection of policies that together form the overall Safeguarding Policy and procedure for Abbey Court School."

Introduction

Abbey Court aims to position itself as a "centre of excellence" in the use of computing with learners in a special needs setting. Pupils' use of computing is challenging, progressive, consistent and reviewed and developed in accordance with their IEPs. Staff are confident in their ability to support lessons through their knowledge of computing resources and provide imaginative opportunities that extend pupils' capacity to learn. Administration staff are confident in their ability to provide support through utilising SIMS and other software to maximum effect.

Resources are shared with parents to enable pupils to further develop their computing skills at home. This is particularly pertinent with links to E-safety and achieving a healthy balance when using technology (See appendix to the safeguarding policy titled, 'E-Safety'). There is a wide range of high-quality resources that reflect the school improvement policy, which are sufficient to meet staff and pupils' needs wherever and whenever learning takes place.

High-quality connectivity provides appropriate access to curriculum and management resources throughout the school and beyond. This includes the School website.

New technology will be incorporated into the curriculum when it supports or enhances pupil opportunities.

Computing technology is being used very effectively at Abbey Court School. Across all areas of the school, computing is making a visible positive contribution to the quality of learning and pupils' experience. The term 'computing' is not limited to just the use of computers but extends to a wide variety of communication and assistive devices, toys, cameras and even kitchen equipment. This deep understanding of the role technology plays in aiding learning and life skills is demonstrated by how staff prepare and plan activities to improve the quality of learning at all levels. At Abbey Court, we recognise that pupils are entitled to the highest quality hardware and software across the curriculum and a structured and progressive approach to the learning of computing and computing skills needed to enable them to use it effectively and safely.

To achieve our statement of intent, Abbey Court has structured systems and policies in place that are regularly reviewed and updated. These involve:

This Computing Policy
This forms part of a collection of policies that form the overall safeguarding policy and procedure for Abbey Court School. It reflects the aims and values of the school and articulates the contribution that IT makes to the pupils' attainment and progress.

The Computing Network Manager
Ensures that all hardware, software, computing contracts, online facilities, staff training and Administration systems are reviewed annually.

The Computing Curriculum Action Plan
This is used to systematically review and evaluate the impact of computing within and beyond the School and prioritise further investment and developments.

Planning
As the school develops its resources and expertise to deliver the computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium-term plans with objectives set out in the national curriculum. Each pupil will have particular teaching and learning requirements, which go beyond the provision for that age range and if not addressed, could create barriers to learning. This will include pupils with SEN and could include pupils with visual impairments or those who have EAL, for example. Teachers must take account of these requirements and plan, where necessary, to support individuals to enable them to participate effectively in the curriculum and assessment activities. This is in line with the school's inclusion policy. These children should be identified and discussed at termly pupil progress meetings to ensure appropriate provisions or interventions are put into place.

Resources Used by Abbey Court
The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible computer system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school. Teachers are required to inform the Network Manager of any faults as soon as they are noticed. Resources, if not classroom-based are located in either of the computer suites at both school sites, in the computing resource cupboard at Cliffe Road, in the IT technician's office at Cliffe Road, or the labelled computing cupboard at Rede Court Road. The school's network manager supports the co-ordinator to fulfil this role both in hardware, software & audiovisual equipment.

Abbey Court has access to a wide range of resources to ensure that pupil access to computing is maximised. These include:
- Interactive Hydrotherapy pools with a range of sensory lighting
- Sensory Rooms with a full range of different sensory lighting and equipment. There is also a mobile sensory trolley that can be used in classrooms.
- An Immersion Room which provides an immersive experience for all pupils, using 3 interactive walls, displaying different images and scenes, relating to real-life experiences and topic-based learning.

- Interactive Plasma Screens, including tilt and touch Plasmas, in every classroom. These are height adjustable to ensure accessibility for all pupils.
- Sound Beam – Converts pupil's physical movement into sound. Provides stimulus to move.
- Interactive Sensory Surfaces - This is an interactive floor projection system, that offers a range of interactive experiences and possibilities for all.
- Eye gaze Computers. These allow students with severe physical disabilities to access a computer using eye gaze.
- Touch screen monitors are used on all student computers so all programs can be accessed without the need to use a keyboard.
- Assorted access devices such as switches, rollerballs for users with motor skill difficulties, and alternative keyboards.
- iPads with a range of apps designed for pupils with Special Educational Needs.
- A full range of SEN software specifically designed to ensure maximum benefit for all students.

1. <u>SMSC</u>

2.1 Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

2.2 The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exempla.

2. <u>Rights Respecting School</u>

Abbey Court School is a Gold accredited Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

3. <u>Definition</u>

Computing capability is characterised by an ability to effectively use information communication technology tools and information sources to analyse, process and present information, and to model, measure and control external events. This involves:
- using information sources and technology tools to solve problems;
- using computing tools and information sources, such as computer systems and software packages, to support learning in a variety of contexts;
- understanding the implications of technology for working life and society.

At Abbey Court School we believe computing technology gives our pupils opportunities for communication and access to equipment to enhance learning. This policy ensures that all pupils receive their entitlement to computing.

4. <u>Objectives</u>

6.1 To develop pupils' confidence and satisfaction in the use of computer technology and to broaden their understanding of the effects of its use.

6.2 To provide pupils with computing tools to aid communication and interaction with the environment and the wider, more digitally focussed community.

6.3 To develop skills in decision-making and problem-solving.

6.4 To consolidate pupils' learning in other areas of the curriculum by offering an alternative way of presenting materials.

5. <u>Curriculum Planning</u>

At Abbey Court School all pupils work within the National Curriculum. Where appropriate, pupils follow the Abbey Court scheme of work, which has direct links to the National Curriculum. Students who attend the Further Education Unit follow a specific FE curriculum, with a focus on achieving personalised ASDAN module awards, which offers an extension to their prior National Curriculum work.

Pupils working below the Abbey Court P4 P-Levels, are now working on The Engagement Model. Computing plays a vital role within this framework, as the variety of resources available helps to develop the pupils' key skills across the five areas of the Engagement Model: realisation, exploration, persistence, anticipation and initiation.

Computing is taught both as a discrete subject and as a tool to facilitate learning across the curriculum. All curriculum schemes of work include the use of computing. At Abbey Court, we teach topic-based learning at the Primary site, with computing skills based on the topic for the term, whereas at the Secondary site-specific computing skills will be targeted each term. E-safety is covered through all schemes of work and taught as cross-curricular with PSHE and Citizenship.

6. <u>Styles of Teaching</u>

Styles of teaching computing are subject to Abbey Court School's Curriculum Policy (Styles of Teaching).

8.1 The majority of lessons are initially teacher-directed progressing as appropriate, to pupil-developed activities and thence to pupil-initiated activities.

8.2 The class teacher role will develop according to pupils' needs and includes consultant, assessor, monitor etc.

8.3 Use of peer group teaching.

7. <u>Styles of Learning</u>

9.1 Pupils at times work individually, in pairs, in small groups or as a class unit.

9.2 Pupils have access to appropriate equipment as suited to their individual needs.

9.3 Pupils are encouraged to evaluate their progress being self-critical where appropriate and to evaluate and comment on the work of others.

9.4 Computing offers particular opportunities for self-supported study and pupils are encouraged to work in those contexts, when appropriate, starting with opportunities to investigate and explore equipment. Pupils must always be supervised when accessing the Internet, as per our E-Safety policy (see appendix to the Safeguarding policy)

8. <u>Assessment</u>

Computing assessment is subject to Abbey Court School's Assessment, Recording and Reporting Policy.
10.1 Initial assessment of computing capability is linked to the Abbey Court School entry profiling of all pupils.

10.2 For pupils entering later in the school, assessment is undertaken by class teachers via observation and consultation of previous records, termly assessments, annual reviews, and I.E.P. reviews.

10.3 Day-to-day assessment is via observation and marking with pupils and is used to inform the planning of the next stage of working.

10.4 A consistent approach to marking will be used in line with Abbey Court's marking policy.

10.5 Pupils will be involved in the assessment of their work as appropriate

10.6 A profile of achievement will be maintained in accordance with the Abbey Court School Assessment, Recording and Reporting Policy.

10.7 Teacher assessment is undertaken as part of the above-mentioned assessment policy.

10.8 All pupils are assessed annually upon which targets are set.

9. <u>Cross-curricular links.</u>

11.1 Computing and technology are used to support skills, knowledge and understanding across the curriculum.

11.2 Each Subject Leader has the responsibility for ensuring the relevant use of Computing to their subject and the delivery of Computing through their subject. The Computing Leader will support and advise.

10. <u>Special Educational Needs and differentiation</u>

12.1 All pupils have access to computing equipment through switches, roller balls, differentiated keyboards, iPads, plasma screens and technology such as the Skoog, Sound Beam and Eye Gaze etc.

12.2 Computing provides pupils with planned and recorded sensory experiences which enable effective interaction with the environment

12.3 Pupils will be given access to opportunities and equipment which meet their individual needs and abilities.

12.4 Advice on specialist equipment will be sought via the Annual Review procedure, as well as during termly Pupil Progress Meetings.

11. <u>Staffing (including support staff) and resources</u>

13.1 Class teachers are responsible for the planning, teaching and recording of computing and for the developing of day-to-day support from teaching assistants. Work experience students and volunteers will also be used to support learning.

13.2 Class teachers are responsible for developing appropriate resourcing within classrooms to enable access by pupils. All classes have a range of computing and information technology equipment and access switches. The computers in classrooms/the computing suites have a range of pre-loaded software, and the school subscribes to several websites that offer resources linked to schemes of work, such as Purple Mash and Busy Things. Both sites and all classrooms have access to the Internet, and each class has several iPads with pre-loaded apps to support learning.

13.3 Annually the subject leader will bid for resources in accordance with needs identified in the curriculum action plan. This bid is submitted to the SLT prior to the beginning of each financial year.

13.4 Class teachers are responsible for developing displays using computing within rooms to celebrate pupils' achievements; to provide a source of information and as a stimulus for further work.

13.5 Specific training for teaching and support staff is facilitated by the Senior Management team advised by the Computing subject leader and will be included in the School Development Plan

12. Equal Opportunities

All pupils at Abbey Court School are given opportunities to access all areas of the Computing curriculum in line with Abbey Court School's Equal Opportunities Policy

13. Health and Safety

Teaching and learning of computing is subject to the Abbey Court School's Health and Safety policy. All staff are responsible for becoming familiar with and adhering to this policy requirement.

14. Integration including community links

Integration opportunities into mainstream settings and other Special Schools will be developed where appropriate for the needs and entitlements of specific individuals. Visits to a wide range of venues within the locality are used to observe and understand the use of information technology within the wider community and in everyday life. Placements for post-16 pupils with local employers and services are undertaken and co-ordinated by the KS 4/FE co-ordinator

15. Evaluation and Review

The Abbey Court School Subject Leader's role details the necessary processes and responsibilities.
This policy will be reviewed in the light of:
- Changes in the National Curriculum
- OFSTED requirements
- The Keeping Children Safe in Education policy
- Monitoring of its effectiveness in light of its implementation
- Changes in Abbey Court School's organisation
- New initiatives in technology (updated hardware/software)

Appendices attached
Appendix 1   Equipment Renewals/Disposals Policy
Appendix 2   Guidelines for use of the Computing Suite
Appendix 3   Abbey Court Website
Appendix 4   Email Accounts
Appendix 5   Use of the Immersion Room

Appendix 1 - Equipment Renewals/Disposals Policy

Renewals
Computing equipment over 3 years old is systematically considered for renewal. If they are still working well or can be upgraded – they are kept in working order. The worst ones are replaced first.

Disposals
As a rule, items are not disposed of until after they have been replaced or upgraded. Once replaced they are kept in the computing stock cupboard. If they are in storage for a considerable period, and are deemed surplus to requirements, they are considered for disposal.

Computers:
* Disposed of if broken and not repairable/ not viable to repair
* Any machines where sensitive data/ pictures of pupils were present will be properly
  wiped using a hard drive cleaning utility.

Printers/ Peripherals:
* Printers are generally used until they work no more, or are broken. If they are
  broken beyond repair, they are disposed of

Consumables (ink/ toner cartridges etc):
* Sent back to supplier for recycling (if service provided)

Process of disposing of equipment:
  1. Items deemed unusable by the school are highlighted by Network Manager. Guidelines for the type of disposal will be given (i.e. recycled, donated, sold etc.) Price when purchased and price if bought brand new included if known.
  2. List of items handed to Deputy Head for agreement.
  3. List passed on to the Governing body (once a term) at full Governors meeting to be signed of and authorised. Signature obtained from Chair of Governors.
  4. Once authorisation is received from the governing body; items are disposed of accordingly. All electronic equipment, ICT equipment and electrical waste is disposed of in accordance with the WEEE Directive through WEEE-accredited companies.
  5. Items removed from the asset register.

Consumable items and items under £50 will not need authorisation and will be disposed of/ recycled as appropriate (printer cartridges, mice/keyboards etc.)

Appendix 2 - Guidelines for use of the Computing Suites.

Use of the room
There is a timetable outlining which group is using the room at any given time. No one else will come to the room at those times. If the room is not to be used for any reason, it should be offered to others allowing sufficient time to adjust planning.
A laminated timetable is displayed on the door.

Entering/Leaving the room
Allocation of pupils/students to particular workstations needs to consider several factors:
- There are 10 workstations in all which are accessible to pupils

- Height adjustable tables.
  There is a handle that will enable you to adjust the height of the table. You will need to unplug the power and network cable from the wall and wheel the table out to be able to reach the socket. For more information – see computing Network Manager

- Touch Screen Monitors
  All curriculum computers have touchscreen monitors.

There are a few other things that need to be taken into account when entering or leaving the room:
- On entry you will have to switch all needed workstations and monitors on. Please ensure you switch them all off again at the end of the session.

- When working at the individual workstations in the computing Suite you should have a sufficient amount of light in the room so as you are not straining your eyes to see the screen. This means that you should have either the lights on or the blinds pulled up or open.

Printing
There are colour laser printers situated in the computing suite.

If the Printer should run out of toner – please inform the Network Manager.
Please do not attempt to replace such consumables yourself.

Spare paper is stored in a tray next to the printer. This should be checked and replenished regularly.

If the printer does not respond immediately, please refrain from pressing the print button repeatedly. It may take a little while to react on the network. If the print button is pressed repeatedly, it may result in multiple copies being printed out.

Ensure that any documents/resources printed by the pupils/students are needed and not left on the printer. If something is printed in error, either bin it or use it as scrap paper.

Problems / Assistance
If you experience any problems with the use of the Computing Suite or need extra peripherals (switches etc.) – please inform the Network Manager.

If you would like extra software for use within the computing Suite ask the Network Manager.

Health and Safety
There are several health and safety considerations when using the Computing Suite. Please refer to the computing policy for a detailed breakdown.

It is very important that anyone who is susceptible to screen flicker/epilepsy is given careful oversight when using the Computing Suite (and computers in general).

In the event of a fire – the usual procedure should be adhered to. See the School's Fire Policy for full details.

Use of the Internet
Every machine in the computing Suite can access the Internet. You will have to ensure that all of your pupils have the necessary consent form signed by parents before they can use the Internet (this applies throughout the school).
Pupils should be monitored **at all times** whilst using the Internet.
Please see the computing Policy for further information.

General Conventions
There are a few rules/guidelines that should be adhered to whilst using the computing Suite:

- No food or drink is to be taken into the computing Suite **at any time**.

- Please leave the room tidy by hanging the headphones up, putting the keyboard/mouse/switch back in its original position and put the chairs back where they came from.

- Please switch all of the computers off at the end of a session.

- Report all problems to the Network Manager.

- Ensure the headphone volume is at an acceptable level.

- If you open the window, please ensure that you close it at the end of the session.

Appendix 3 - Abbey Court School Website

The Abbey Court School website serves as a resource for individuals both inside and outside of the Abbey Court community, acting as a central means of communication. Prospective families and employees are also included in its target audience. Users can access up-to-date news, diary dates, policies, job vacancies and useful links.

The school has a Website Administrator who is responsible for reviewing the school's web pages to ensure that the information presented is accurate, consistent, up-to-date and that design elements are uniform. The Website Administrator is also responsible for liaising with the host company and managing routine and developmental updates.

Copyright

Posting or providing access to material that violates the copyrights of others is prohibited. No copyright materials, including educational materials subject to copyright, may be posted anywhere on the Abbey Court School website without the written authorisation of the copyright owner. Knowingly providing links to websites that contain pirated materials is also prohibited. The school reserves the right to remove or disable access to material that violates its acceptable use policies.

Monitoring/Review

A checking system is in place for the monitoring of information. The Website Administrator and a member of the school office team provide a double check on all uploaded information before publishing. Regular 'spot checks' of the website are carried out by the Website Administrator. Document uploads should all be in PDF form wherever possible, and reviewed before upload. Checks should be made to ensure that information uploaded to specific 'private' areas of the website (i.e. Governor section), can only be accessed by the group of people for whom the information is intended. The Website Administrator will be responsible for ensuring logos uploaded remain relevant to the current status of the school.

Appendix 4 - Email accounts

All members of staff are entitled to an email account. This includes teachers, support and site staff.

The User Policy states that the account is used only for emails relating to school business and for staff to enhance their professional development and not personal matters.

Students also have an email account.

The Medway Grid for Learning (and also the London Grid for Learning) is currently supported by Atomwide. One of the services Atomwide provide is access to an email account. They are responsible for setting up new accounts, transferring accounts and sorting problems that may occur.

The current system involves setting up a school domain at Microsoft Office 365. Ours is @abbeycourt.medway.sch.uk, and each member of staff has an account in that domain.

When each new member of staff joins the school, the procedure is as follows:

-The Office Manager supplies the network manager with their full name and date of birth.

-The Network Manager submits this information to Atomwide who check their records for any other accounts across the Medway Grid that the person may already have, as they may have only recently left a Medway school or been employed by another Medway school.

(Atomwide synchronize their records with the School Administration system which shows who is registered as an employee. As soon as anyone leaves the school, their name is removed from our system by the Office staff, and Atomwide suspends the account automatically).

There are circumstances where an account can be held by non-staff such as Governors.

-If there is no other account, they proceed to set the account up and allocate a password. They advise the network manager of the details which are then passed on at the induction meeting.

If Atomwide finds another account at a different school, they then submit a request to that school asking whether it is alright to transfer the account (together with any emails that were on the account.)

Appendix 5 - Guidelines for use of the Immersion Room.

Use of the room
There is a timetable outlining which group is using the room at any given time. No one else will come to the room at those times. If the room is not to be used for any reason, it should be offered to others allowing sufficient time to adjust planning.

A member of staff must accompany children in and out of the immersion room and must be present in the room at all times that students are present.

Health and Safety
There are several health and safety considerations when using the Immersion Room.
It is very important that anyone who is susceptible to screen flicker/epilepsy is given careful oversight when using the immersion room
Consideration must also be given to students who might be affected by moving images.

There is an electric hoist available to assist students with mobility issues.

Instructions concerning operating the immersion room software are available to all staff in the Secondary ICT suite.

In the event of a fire – the usual procedure should be adhered to. See the School's Fire Policy for full details.