

WHITEHILLS PRIMARY SCHOOL

"...putting children first...."



COMPUTING POLICY

Date reviewed: **September 2020**

Reviewed by: **S Mitchell**

Ratified by *Governors*: **November 2020**

Computing Policy

Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Whitehills Primary School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive approach to the learning of how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

Aims

We believe that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

Our aims:

- Provide and exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves and others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.

Safeguarding: Online Safety

Online safety plays an important part role within our school. We ensure that the pupil needs are met by:

- Having a curriculum that is threaded throughout other curriculums and embedded in the day to day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies are freely available.
- Our online safety policy clearly states how monitoring of online safety is undertaken and how any incidents/infringements are dealt with.

- Filtering and monitoring systems are in place for all our online access.
- Having Data policies which stipulate how we keep confidential information secure.

Curriculum

As a school we have chosen the Purple Mash Computing Scheme of Work. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross curricular links. Furthermore, it gives excellent supporting materials for less confident teachers.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, torches, walkie- talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who are EAL.

Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solves problems by decomposing them into smaller parts.
 - Use sequence, selection and repetition programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
 - Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
 - Understand computer networks including the internet; how they can provide multiple services, such as world- wide web; and the opportunities they offer for communication and collaboration.
 - Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
 - Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
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Resources and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. Resources, if not classroom based, are located in the computing suite. Computing network infrastructure and equipment has been sited so that:

- There is a computing suite of 24 desktop computers and 6 laptops.
- Internet access is available in all classrooms
- Each class from Year 1 to Year 6 has an allocated slot one session per week for teaching computing as a discrete subject
- The computing suite and laptops are available for use throughout the school day as part of computing lessons and for cross-curricular use
- Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a teacher
- The school has a computing technician
- A governor has been selected to take particular interest in computing in the school

Assessment and record keeping

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. The school uses Symphony Assessment objectives as a guide when assessing pupils after each unit of work. Assessing computing is an integral part of teaching and learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved.

Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

The children's work is saved on the school network and the school's Purple Mash account. Other work may be printed and filed within the subject from which the task was set.

Monitoring and Evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This is through planning, lesson visits, pupil discussion, evaluating pupil work and scrutiny of data. We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as Safeguarding and SEND Policies.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school strategic plan.
- Approving and setting budgets.
- Ensuring any Government legislation is being met.

Computing Leader

- Raise the profile of computing.
- Monitor the standard of Computing and feedback.
- Ensure assessment systems are in place for Computing and give a clear picture of Computing within the school.
- Maintain overall consistency in standards of Computing across the school.
- Report on Computing at specific times of the year to Governing body/Head/Staff.
- Audit the needs of the staff in terms of training/CPD
- Support staff with their day-to-day practice.
- Keep abreast of the latest educational technology initiatives.
- Use nationally recognised standards to benchmark Computing.
- Create Action Plans for Computing.
- Manage the Computing budget and monitor spending.
- Review the Computing curriculum and develop as needed.

Technician

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set up of online services.
- Fixes errors/issues with hardware and software set up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Lead and Head Teacher with future infrastructure needs and associated projected costs.

Administration staff

- Maintains the school website content.
- Supports procurement of resources and technical services.
- Supports the technician with some data management.

Additional policies

In addition to the Computing Policy, the following policies are also available:

- E-Safety policy
- Acceptable use Policy Student (KS1 and KS2)

Policy revised September 2020

Policy approved by Governors

Review Date