Banks St Stephen's CE Primary School

Computing Policy

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1. **Statement of Philosophy.**

At Banks St Stephen's CE Primary School, we recognise that we live in an increasingly technological society and therefore need to prepare children to live and work in that environment. The use of computers and communication technology is an essential skill in our modern world, and all members of our school community should be encouraged to appreciate the wide variety of ways in which technology influences our daily lives. We support the role of ICT within the school and recognise that it has a significant part to play in enhancing many aspects of the teaching and learning process. The Computing curriculum at Banks St. Stephen's aims to progressively develop children's skills in Computing. This takes place through combining cross-curricular and Computing-focused lessons. We aim to develop children's **computational thinking skills**, knowledge of **computer science** concepts and application of **digital literacy** skills. Underpinning our approach is a commitment to the teaching of how to use technology safely and respectfully. Learning and teaching within the Computing curriculum empowers children to become digitally confident in their daily lives which helps to prepare them to become independent users of technology beyond the classroom.

2. **The School's Aims in teaching Computing.**

Computing, as defined in the National Curriculum (2014), has **computer science** at its core, *"in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming".* This knowledge and understanding is built upon by teaching **information technology** where children learn the skills to *"create programs, systems and a range of content".* Children are also supported to become **digitally literate**, *"able to use, and express themselves and develop their ideas through, information and communication technology".* Computing also enables children to learn skills using a variety of hardware and devices

including audio and video recorders, multimedia, digital cameras, scanners, iPads, laptops, tablets and other mobile technology. In following the National Curriculum, we aim:

- To develop a positive attitude to ICT tools, fostering confidence in the use of the computer and other communication systems in all pupils, irrespective of their gender, ethnicity, ability, class or language background.
- To familiarise children with the different ways in which ICT influences modern day living. Children will be given the opportunity to develop their ideas and record their creative work, to develop their research skills, to present work in ways that suit the intended audiences, and to evaluate the quality of information they access. They will be helped to understand the use of e-mail and the World Wide Web and encouraged to develop digitally literate skills.
- To encourage children to use their IT skills to enhance learning across the curriculum. Appropriate ICT hardware and software will be used to support subject teaching and learning opportunities throughout the school.
- To provide activities that are challenging, relevant and motivating for all children so they can develop their individual Computing capability in an enjoyable and satisfying manner. Special consideration will be given to pupils with specific learning or physical disabilities, and to children with particular skills or cultural requirements.
- To provide a safe working environment in which pupils can learn to appreciate health and safety issues relevant to Computing and online activities. (see Health and Safety policy and Online Safety policy).
- Children will have access to VLE platforms that can be used as part of everyday classroom teaching and learning, but more importantly be given individual access to these platforms at home (Purple Mash, My Maths, Seesaw).

3. **Implementation of the policy**

Progression, continuity and the teaching of the appropriate skills, attitudes and knowledge has been established through the adoption of Purple Mash Scheme of Work, which fully supports the National Curriculum programmes of study. Children's experiences of Computing incorporate:

- word processing for a variety of purposes
- using communications packages
- data handling
- use of input devices
- use of programmable toys
- opportunities to work independently and co-operatively
- use of IT based models and simulations
- Use of programming software (coding)
- Appropriate use of the internet via digital research and online safety

Device use is carefully timetabled so that all pupils are given equal access opportunities. Each child uses a computer (iPads and laptops) on a regular basis. The emphasis on our teaching with ICT is on the use of computers as tools to support and enhance learning.

4. **Internet usage**

All computers and tablets in school are able to connect to the internet and we have our own website. We have acknowledged the need to ensure that all pupils are responsible and safe users of the internet and an Acceptable Use Policy has been drawn up to protect all parties. Rules for responsible internet use will be displayed in each classroom and teaching area where computers are being used. See Online Safety Policy and Acceptable Use Policies for more information.

5. **Online Safety Rights and Responsibilities**

Online Safety is taught both as a teaching unit as well as continuously throughout the school year through cross-curricular activities and lessons. Teaching staff also use a variety of current trends and issues that arise, as a teaching opportunity to increase awareness of online safety.

Acceptable Use Policies for staff, parents, school visitors, KS1 pupils and KS2 pupils are adhered to and signed annually. See Acceptable Use Policies and Online Safety Policy for more information.

6. **Learning out of school hours and home/school links**

Children are given the option to complete homework tasks, when appropriate, using Computing out of school, but staff are aware that not all pupils have access to ICT at home. Children are encouraged to use the school ICT facilities to support their learning and develop their interests. The school website is updated on a regular basis to provide information for parents and maintain a link between the school, parents and the local community. The school email address is available for parents who wish to contact school using this method of communication. School has a Facebook page in which it shares updates about school events, news and information.

7. **Equal Opportunities/Inclusion**

At Banks St Stephen's CE Primary School, we believe that all our children are entitled to benefit from access to a curriculum which takes account of different starting points, regardless of race, gender, intellectual and physical activity.

8. **Roles and responsibilities.**

a. The Headteacher
The Headteacher will secure effective procedures for policy and procedural review in connection with Computing, and monitor the effectiveness of the Computing subject leader. In the absence of the subject leader, the Headteacher will take up this role.

b. The computing subject leader
The Computing subject leader will fulfil those roles as identified under Subject Leader within the National Standards Framework. This will include leading the development of the policy; ensure the balanced delivery of 'Computing' across the curriculum; monitor the implementation of the scheme of work; and evaluate classroom practice in the use of ICT. The main roles of the subject co-ordinator are: -
- Ensuring that all staff have appropriate software/systems for their pupils.
- Dissemination of aspects of good practice in Computing to staff.
- Purchase of core software for Computing.
- Liaison with the special needs team to support and meet the needs of individual children.
- Support for individual teachers in the implementation of the scheme of work for Computing.
- Work with other subject leaders in planning the cross curricular use of ICT.
- Help new/existing staff with training.
- Develop the use of ICT within school.
- Responsibility for keeping staff up to date with new materials and web sites of particular interest to them.
- A technician will work with the subject leader to help with appropriate tasks.

c. The subject leader
There is a clear distinction between teaching and learning in Computing and teaching and learning with ICT. Subject leaders will identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their

Computing study and are applying those skills within the context of another curriculum subject. Subject leaders work in partnership with the ICT Subject leader to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

d. The class teacher

Class teachers are responsible for reading the Computing policy document and implementing it within their classrooms. When needing help and advice they will ask the subject leader rather than deny the children their entitlements. They will ensure that they have, and are familiar with, the software necessary to implement their part of the curriculum.

9. **Methods for monitoring children's progress and continuity.**

Planning is necessary to ensure progression, continuity and subject coverage throughout the school. School development plans for the subject are reviewed regularly in Senior Leadership meetings and revised as necessary. Assessment is an on-going process and teachers make continual assessments about the progress of individual children. The techniques include:

- Teacher/subject leader observation of pupils
- Teacher/subject leader-pupil discussion and teacher/subject leader questioning pupils' work
- Pupils' ongoing analysis of their achievements
- Photographs of children engaged in Computing activities
- When reviewing children's progress in Computing teachers will refer to the Age Related Expectations (ARE) connected with the subject
- Records of pupils' achievements are kept to:
    o Plan pupils' future learning
    o Report progress to parents
    o Maintain a record of pupil's learning
    o Fulfil legal requirements.

Examples of children's work are dated and kept as a record of their progress. Reports to parents are written in accordance with school policy. Monitoring and evaluation procedures are reviewed regularly to ensure that essential information is held in the most useful format for future reference. Teachers are responsible for maintaining ongoing records of attainment for pupils in their own classes. The school management information system enables the transfer electronically of data to aid transition within and between schools, and email is used to liaise with the LA, governing body, other schools, staff and, where possible, parents to help with transfers between departments and schools.

Teachers are supported to teach Computing from Y1-Y6 by the school subscription to Purple Mash, which provides a Scheme of Work across KS1 and KS2. The online software provides a wide variety of resources to enable children to follow the Scheme of Work and to learn and develop the skills taught. Purple Mash also supports the Early Years Technology area of learning, with Mini Mash. Mini Mash is Early Years friendly and allows exploration of Computing in broad topic areas.

10. **Staff Development**

The Computing subject leader directs staff attention to relevant available courses designed to improve IT skills. INSET needs are identified during discussions relating to Professional Development and are prioritised in accordance with the school development plan.

11. **Health and Safety**

For reasons of Health and Safety the following rules should be observed when using IT equipment:

- Children should be made aware of the dangers associated with electricity and must be encouraged to adopt a responsible attitude to the computer and other electrical equipment.
- Computers should be positioned as far away as possible from water.
- Appropriate power sources should be used to prevent the need for extended electrical cables. Care should be taken over trailing leads.
- Pupils should not work on the computer for excessively long periods of time. (Normal working conditions in school make it unlikely that problems associated with Visual Display Usage (VDU) will arise).
- Food and drink are not allowed near the computers.
- Children are not permitted to move any of the hardware without adult supervision.

Policy reviews

We are aware of the need to review our school's policies regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology etc.

This Policy was reviewed in July 2020.

It will be reviewed again in July 2022.

Signed by:
Member of staff responsible for this policy

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Governor responsible for this policy

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