



COMPUTING POLICY FOR LEIGHTON ACADEMY

Policy lead:	Mrs K MacDonald
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Approval needed by:	

Leighton Academy is part of The Learning Partnership.

Leighton Academy's Computing Policy

At Leighton Academy, we believe that every child should have the right to a curriculum that champions excellence and supports pupils to reach their potential. We understand the immense value technology plays, not only in supporting the Computing Curriculum, but in the day-to-day life at our school.

We believe technology can provide enhanced collaborative learning opportunities, better engagement of pupils, easier access to rich content and can support the understanding of new concepts.

Aims of the Computing Curriculum

- To provide an exciting, rich, relevant and challenging Computing curriculum for all pupils, which will enthuse and equip children with the capability to use technology throughout their lives.
- To give children access to a variety of high-quality hardware, software and unplugged resources.
- To instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- To teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- To teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- To equip pupils with skills, strategies and knowledge that will enable them to gain the benefits of the online world, whilst being able to minimise risk to themselves or others.
- To provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- To exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding: Online Safety

Online safety has a high profile at Leighton Academy. We ensure that this profile is maintained and that pupils' needs are met by the following:

- A relevant up-to-date online safety curriculum, which is progressive from Early Years to the end of Year 6.
- 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 has a positive impact on the pupils.

- Scheduled pupil voice sessions and learning walks are completed to steer changes and inform training needs.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know whom to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies, which are signed (copies are freely available).
- Our online safety policy states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- We have data policies, which stipulate how we keep confidential information secure.

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons, which help to raise standards and allow all pupils to achieve their full potential. We are confident that the scheme of work adequately meets the national vision for Computing. It provides immense flexibility and strong cross-curricular links. Furthermore, it gives excellent supporting material 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 IT scenarios based on experience in the real world, such as in roleplay – travel agents, shopping with tills, teachers, office etc.
- Pupils gain confidence, control and language skills through opportunities to ‘paint’ on the interactive board/devices or control remotely operated toys. For example, Beebots.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language. For example, Talking Tins.

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; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in 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 the 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. This includes collecting, analysing, evaluating and presenting data and information.

Assessment of the Computing Curriculum

- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for key learning intentions.
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.
- Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.
- Teachers will use their own professional judgement to determine whether the child is working at emerging level, expected level or exceeding level. They will use the 'Assessment Guidance' to inform their decision, which is attached to the computing plans.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Work from a range of classes and abilities can be shared using the Noticeboard feature in Purple Mash.

Resources

- All resources are procured with the underlining considerations of value. The extent at which the resource impacts on learning and the material cost of this.
- A range of resources is available which successfully supports delivering the Computing Curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Lead.
- Audits of school resources are conducted regularly by the Computing Lead, which informs bidding for budget allocations.
- The Computing Lead keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Lead.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

Inclusion

At Leighton Academy, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Lead. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.

Monitoring will be achieved through:

- Work scrutiny
- Learning walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring
- Dedicated Computing Leader and Assessment Leader time

Evaluation and Feedback will be achieved through:

- Dedicated Computing Leader and Assessment Leader time
- Written feedback on evaluation of monitoring activities to be provided by the Computing Lead in a timely manner
- Feedback on whole school areas of development in regard to Computing to be fed back through staff meetings

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 the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Lead, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Lead in respect to their specific job role description for Computing.
- Ensuring any government legislation is being met.

Computing Lead

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing Curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.

- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Maintains network connectivity and stability.
- Sets up new hardware and installations.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.