



## Computing Policy

### Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

### **Introduction**

The 2014 National Curriculum introduces a new subject, Computing, which replaces ICT. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

The three aspects of the Computing Curriculum are:

computer science (CS)

information technology (IT)

digital literacy (DL).

The core of computing is computer science, 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. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate— able to safely use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### **Aims**

St Andrew's believes 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.

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology, especially when using the school devices and children's 1:1 devices.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives, enhancing their skills through the various lessons we offer as a Microsoft Showcase school.
- Give children access to a variety of high-quality hardware, software and unplugged resources, ranging from robots to code, to 1:1 devices.
- 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 or others.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- 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.

## Objectives from the National Curriculum

Early Years	Areas	Key Stage 1	Key Stage 2
<p>Computing is not mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five. There are many opportunities for young children to use technology to solve problems and produce creative outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively.</p>	<b>Computer Science</b>	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs	Design, write and debug 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. Use logical reasoning to explain how some simple algorithms work 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. Appreciate how [search] results are selected and ranked.
	<b>Information Technology</b>	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use search technologies effectively. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	<b>Digital Literacy</b>	Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Understand the opportunities [networks] offer for communication and collaboration. Be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Planning/Teaching & Implementation

- At St Andrew's CE Primary School, the National Curriculum objectives for computing will be taught in a cross-curricular way and embedded through various subjects, giving a purpose to the learning.
- Laptops are distributed around the school will be used to help pupils access the Computing curriculum, along with a range of other resources, such as, programmable toys, ipads, 1:1 devices (years 5 and 6) and cordless headphones.

- The Computing subject leader will continually monitor the resources required to deliver the Computing element of the National Curriculum.
- The National Curriculum will be taught discretely and will allow for clear progression (see progression of skills document).
- Staff will follow the guidance stated in the Progression of skills document and work alongside the Computing lead to ensure the objectives from the National Curriculum are met and beyond.
- St Andrew's has been awarded a Microsoft Showcase School. This means it uses a variety of the Microsoft apps and associated apps to offer an enriching curriculum. Microsoft Showcase Schools are 'led by educators who recognise the power of digital transformation to unleash students' potential.'

### **Assessment & Record Keeping**

- Assessment of children's work in Computing is ongoing. Teachers follow the assessment grids and state a child to be either Emerging, Expected or Exceeding on the National Curriculum objectives. This will be monitored by the computing coordinator and saved for all to see on Microsoft Teams.
- Work from a range of classes and abilities is shared to the parents and wider community through our Digital Newsletter, sent termly.
- 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, both teachers and pupils can evaluate progress.
- Summative assessment is undertaken in line with the assessment cycle.

### **Resources and access**

Computing network infrastructure and equipment has been sited so that:

- Every classroom from Reception to Y6 has at least one computer connected to the school network and an interactive whiteboard.
- There is a large charging unit in both year 5 classrooms for the 1:1 Acer devices. There is one charging unit in year 6 for the 1:1 devices in year 6. Currently, the children rotate the devices to ensure all are charged up. A laptop trolley with a class set of laptops and additional laptops in the admin's office. An iPad charging box containing 16 iPads in KS1. 16 iPads in a charging unit in KS2. Micro-Bits, robots that are shared in the Thame Partnership and a class set of Now Press Play headphones.
- The school has a technician who is in school one afternoon every week.
- A link governor for Computing.

### **The role of the Computing Co-ordinator**

There is a computing coordinator who is responsible for producing an a computing development plan and for the implementation of the a computing policy across the school.


- To offer help and support to all members of staff in their teaching and assessment of Computing.
- To maintain resources and advise staff on the use of the resources.
- To monitor classroom teaching following the schools rolling programme of monitoring.
- To monitor the children's computing work, looking at samples of different abilities, via Microsoft Teams.
- To lead staff training on new initiatives, each term in PDM's.
- To attend appropriate training and keep staff up to date with relevant information and developments.
- To have enthusiasm for computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of computing in the school, in termly Digital Newsletters and Microsoft Showcase Days.
- To help staff to use assessment.
- To update and apply content to the school website.

## **Safeguarding: Online Safety**

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- 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.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with. Any new internet safety information is sent out in the newsletters.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access, using Classroom.Cloud.
- All pupils and parents will be aware of the school rules for responsible use of computing and the internet and will understand the consequence of any misuse. Children and parents sign the 'School ICT Code of Conduct' on school entry.
- Safeguarding training is delivered to staff. Staff signs a Staff 'Code of Conduct.'
- Delivery of a school-wide 'Internet Safety Week' occurs on an annual basis as well as beginning each academic year with a few lessons focussed on internet safety to ensure all children begin the year with the right understanding.

## **Staff Training**

- Each new member of staff is offered time with the Digital Lead to discuss any concerns.
- The Computing lead works around the school covering every class each term. This gives the opportunity for the teacher to be upskilled and develop their own understanding of an area they lack knowledge in.
- The Computing lead will lead a PDM at least once a term to ensure all staff are up to date with new strategies and resources.
- The Computing lead will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

**Chair of Governors:** .....  ..... **Seb Hearmon**

**Date: January 2023**

**Review Date: January 2026**