St. Anne's Catholic Primary School

Computing Policy

Updated Spring 2024 by Mr C Knowles

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Contents:

Statement of intent

At St. Anne's Catholic Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the KS1 and KS2 computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and to apply their computing skills frequently, both in school and at home, through inspirational teaching and motivational homework tasks and projects.

We teach the intended learning outcomes set out in the National Curriculum through fun, engaging activities, on learning platforms such as Education City, Purple Mash and My Maths. In addition to this, we prepare our children in upper KS2 for high school by developing their knowledge of Microsoft Office. Giving them the skills they need to ensure a smooth transition from KS2 into the KS3 Computing Curriculum.

Signed by:

Mr. P. Bates	Headteacher	Date:	
Ms. L. Rafferty	Chair of governors	Date:	

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1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Acceptable Use Policy
- Maths Policy
- Homework Policy
- Social Media Policy
- Online Safety Policy
- Assessment Policy

2. Roles and responsibilities

2.1. Mr Knowles (Computing coordinator) will:

- Ensure that there is current and relevant Primary Computing Policy in place, and that it is regularly reviewed and updated, to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Primary Computing Policy, as written, is disseminated to Mr. Brian Farrimond (link Governor) and the governing body for approval.
- Liaise with Mr. Bates to ensure the effective implementation of the Primary Computing Policy.
- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

2.2. All Teachers will:

- Plan and deliver the requirements of the KS1 and KS2 computing programmes of study through both discreet computing lessons and cross-curricular opportunities.
- Discuss the importance of e-safety (in school and at home) with their classes consistently throughout the year.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
- Maintain up-to-date records of both formative and summative assessment in itrack.
- Tailor lesson delivery according to pupils' respective abilities and offer support to pupils when needed.

3. EYFS

3.1. Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing using iPads and robots.

4. KS1

4.1. Pupils will be taught to:

- Understand what algorithms are, and how they are implemented.
- Create and debug simple programs.
- Predict the behaviour of simple programs.
- Create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of ICT beyond school.
- Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online, in school or at home.

5. KS2

5.1. Pupils will be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
- Use sequence, selection, and repetition in programs.

- Work with variables and various forms of input and output.
- Explain how some simple algorithms work, and how they can detect and correct errors.
- Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
- Use search technologies, understand how results are selected, and ranked, and be able to critically evaluate digital content.
- Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.
- Use technology safely, respectfully and responsibly. Also, understand what is deemed as acceptable behaviour online and identify a range of ways to report online concerns either in school or at home.

6. Curriculum Implementation.

6.1. Teaching of digital literacy and ICT is largely enhanced through cross-curricular subject links.

6.2. The core requirements of the KS1 and KS2 computing programmes of study, such as coding, programming and acceptable use, will be delivered through discreet computing lessons using the Kapow learning platform, in addition to planned cross-curricular activities to meet the requirements of the National Curriculum for England.

6.3. We have a working media suite of eighteen desktop computers and sixteen laptops. We also have three mobile charging trollies containing 32 apple iPads in each to support the delivery of the primary computing curriculum. Licenses for Microsoft, and apple software have been purchased.

6.4. An audit of digital resources is taken on an annual basis by Mr Knowles to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.

6.5. The school firewall is kept up-to-date by Lancashire Education Digital Services to ensure that pupils do not access inappropriate materials in school. Termly checks of the firewall are conducted by Mr.Bates and Mr. Farrimond.

6.6. Obsolete or broken machines are usually repaired. Where repair is not possible or cost-effective, laptops are restored to factory settings and removed from the school site in accordance with data protection requirements.

6.7. A service level agreement (SLA) with Virtue Technologies is in place and a Technician is on site for one full day per fortnight to provide technical support for Mr Bates, Mr Knowles and the rest of the teaching staff. This SLA with Virtue Technologies is reviewed every three years.

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6.8. A SLA with Lancashire Education Digital Services is in place, and all computing-related devices and related applications have access to the internet. The SLA will be reviewed annually to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money.

7. Differentiation

7.1. We provide challenging learning opportunities for all pupils by matching the level of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Grouping pupils by ability and setting different tasks for each ability group.
- Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos for pupils with hearing impairments, or making support available in a pupil's first language where they use English as an additional language.
- Assigning classroom assistants to individuals or groups of pupils, where appropriate, to enable greater one-to-one or group support.
- Providing extra learning opportunities through bespoke support groups for academically more able pupils, delivered during lunchtime.

7.2. Academically more-able pupils may be asked to become 'digital leaders', mentoring and sharing their skills with others, both during computer lessons and through the Digital leaders Group.

7.3. Our Year 6 digital leaders help staff in school with technology, and teach our younger pupils the importance of e-safety both in school and at home on national e-safety day every February.

8. Assessment

8.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed using the NC learning objectives set out in itrack.

8.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

8.3. Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit via a number of means, including but not limited to:

- Ongoing formative assessment of learning will be recorded in itrack after each lesson, based on children's understanding and achievement of the learning objective.

8.4. Samples of children's learning evidenced in their wider curriculum books.

8.5. The overall summative judgement on progress is based on the amount of NC learning objectives achieved in itrack across a unit of work.

9. Staff training

9.1. Mr Knowles will be responsible for the identification and delivery of staff training requirements.

9.2. Staff training requirements will be met by:

- Auditing staff skills and confidence in the use of computers and ICT on an annual basis.
- Arranging top-up training and CPD for individual staff members as required.
- Training of Teaching Assistants in Computing skills and curriculum.

9.3. Mr Knowles will remain up-to-date with the latest developments in computing through subscriptions to The National Online Safety Centre, relevant journals, attendance at relevant SHARES courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

10. Lunchtime clubs

10.1. Gifted pupils have the opportunity to develop their programming and coding skills through our Digital Leaders Club, where they are provided with opportunities to further develop skills, explore new software, support staff and children on all aspects of e-safety.

11. Monitoring and evaluation

11.1. We appreciate that computing and technology overall is a rapidly evolving area of the curriculum, with new uses and technology being created all the time.

11.2. We will review this policy on a yearly basis.

11.3. We will review our web filters on a termly basis in order to ensure that pupils continue to be protected from inappropriate content online.

11.4. The next scheduled review date for this policy is Spring 2025

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