



## **St. Nicholas C of E Primary School**

### **Computing Policy**

#### **Our Vision Statement**

***“To maximise the learning potential of every pupil within the love of God.”***

Date reviewed: September 2020

Reviewed by: J. Guillot

Approved by Headteacher: September 2020

Date of next review: Autumn 2023

This policy reflects the Christian ethos and vision statement of our school. We believe that in an ever-changing world, one thing that we can be sure of is that our children will require advanced skills in Computing and we invest and teach to that end.

## **Preface**

The growth of technology and especially the internet has led to great opportunity in developing teaching and learning. However with this opportunity, also comes potential danger in the presence of online predators. This policy should be read in conjunction with the school's Acceptable Use Policy. This policy should be read by and signed by children and parents. This policy will also need revisiting by all class teachers at least once a term.

## **1 Aims and objectives**

**1.1** Computing is changing the lives of everyone. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

Whilst understanding our role as educators with Computing we are also aware that some children are now very competent in their Computing skills and that our role is also that of a facilitator in allowing the children to express their knowledge of Computing and suggest new directions.

**1.2** Computing is concerned with how computers and computer systems work, and how they are designed and programmed. The aims of Computing in our school are to enable children:

- to develop Computing capability in finding, selecting and using information;
- to use Computing for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to be digitally literate;
- to apply their Computing skills and knowledge to their learning in other areas;
- to use their Computing skills to develop their language and communication skills;
- to explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.

### **1.3 KS1**

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.

#### **1.4 KS2**

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, recognise acceptable behaviour and identify a range of ways to report online concerns.

## **2 Teaching and learning style**

**2.1** As the aims of Computing are to equip children with the skills necessary to use Computing to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use computers and other devices to help them in whatever they are trying to study. So, for example, children might research a history topic by using an app on the iPad, or they might investigate a particular issue on the Internet. Where possible, children are given the opportunity to select appropriate technology to meet a specific need or problem. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of Computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about, etc.

**2.2** We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;

- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **3 Computing curriculum planning**

**3.1** The school uses a range of technology to develop learning in Computing and across the curriculum. Class teachers use the Lancashire Curriculum to teach weekly discrete Computing lessons, which carries the children through all statutory curriculum requirements. Class teachers are also weaving the use of technology through the curriculum.

**3.2** The class teacher is responsible for weaving Computing throughout their plans and each term the subject leader will monitor plans to ensure that Computing is being used effectively and to suggest new ways to enhance planning and learning through Computing.

### **4 Foundation Stage**

**4.1** We teach Computing in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Computing aspects of the children's work to the objectives set out in the EYFS Curriculum. The children have the opportunity to use computers and other devices, e.g. iPads, etc. to develop phonic understanding. Then during the year, they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

### **5 The contribution of Computing to teaching in other curriculum areas**

**5.1** Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while the Internet proves very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way.

#### **5.2 English**

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers and other devices, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

#### **5.3 Mathematics**

Many Computing activities build upon the mathematical skills of the children. Children use Computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places. The school uses

RMEasimaths, TTRockstars and LBQ as diagnostic and teaching tools in addition to a range of other resources.

#### **5.4 Personal, social and health education (PSHE) and citizenship**

Computing makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of Computing, and they also gain a knowledge and understanding of the interdependence of people around the world.

#### **5.5 Humanities**

Research and study is enhanced through the use of Computing. Websites are used for problem solving and information gathering and the internet provides access to current information on topics such as the weather. The children use a range of technologies such as Podcasting and animation to convey meaning and messages. Children use apps such as Google Earth to find out more about the world around us.

### **6 Inclusion, Equal Opportunities and SEN**

**6.1** At St. Nicholas C of E Primary School we teach Computing to all children, whatever their gender, race, social circumstance or ability. Computing is an essential part of our broad and balanced curriculum. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in Computing, we take into account the targets in the children's Education Health Care Plans (EHCPs). Computing is used to support pupils who require it to access the curriculum. iPads have been made available for those children who can benefit from having access to their own device throughout the day.

### **7 Assessment and recording**

**7.1** Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. At the end of a unit s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. This informs future planning. Class record sheets and notes are kept by the class teacher and shared with the Computing Co-ordinator. A comment regarding achievement and ability is made on the end of year report.

**7.2** Pupil work is displayed in classrooms and around the school.

### **8 Resources**

**8.1** Each classroom has at least one desktop computer which is connected to the network, allowing Internet access. There is a trolley of 30 laptops, a trolley of 30 iPads and an additional 10 iPads with codeable spheros. Each class base has a range of software suited to the age group for literacy, numeracy and foundation subjects. There is now a range of hardware available including an Interactive White Board in every class, a Visualiser in each class, iPads and Bee Bots.

**8.2** All teachers have an iPad and a laptop which is used for teaching and learning.

## **9 Monitoring and review**

**9.1** The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader J Guillot. The Computing subject leader is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader evaluates the quality of teaching and learning in Computing by observations and work scrutinies plus evidence in children's work.

**9.2** The criteria by which this policy will be evaluated include:

- Teaching and learning styles
- Achievements and progression
- Use of Computing across the curriculum to promote learning, flexibility and creativity
- Development of network, additional resources and initiatives, etc.

## **10 Acceptable Use**

**10.1** Information and Communications Technology (ICT) is seen in the 21st century as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build the use of these technologies into the curriculum in order to teach children and young people about using them safely and responsibly, as well as to arm them with the skills to access life-long learning and employment.

This section will be used to deal with incidents involving pupils, in conjunction with the school's behaviour and anti-bullying policies where appropriate. The school will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school.

### **10.2 Guidelines for children**

Internet and device access have been provided to equip children with the necessary resources to build on skills taught in school and at home. The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote student achievement.

Children must only use computers, devices and the internet when supervised by an adult in school.

Children must use school ICT in a responsible way to make sure that there is no risk to the safety of themselves or others. Children must follow and agree to the following guidelines:

- Children will be aware that school can monitor their use of ICT systems, email and other device use.
- Children will not share their logins or passwords for devices.
- Children will be aware of the need to create avatars and nicknames when online so as not to disclose or share their personal photograph and/or name.
- Children will be aware that they should not speak to anyone online that they do not know as this can be dangerous.
- Children will immediately report any unpleasant or inappropriate material or messages that make them feel uncomfortable.
- Children will only use school ICT devices for educational use and not for personal or recreational use unless they have permission to do so.
- Children must seek permission before accepting downloads or uploads.
- Children must not use school ICT devices for online gambling, internet shopping, video broadcasting or file sharing unless they have the permission of an adult.
- Children will respect other pupils' work and will not access, copy, edit or remove any files that do not belong to them.
- Children will only use personal "bring your own" devices (phones, tablets, etc.) in school with the permission of their class teacher and Headteacher. If children are using their own devices, they are to follow all the rules set out in this policy. Children will not be able to access social media sites on their home devices in school.
- Children must report any damaged devices to their class teacher who will report and log the problem to the ICT technician or the subject leader for Computing.
- Children will not use programmes or software that will enable them to bypass the school's filtering systems.
- Children will not open any attachments to emails, unless they know the sender.
- When using the internet for research, children must ensure that they recognise copyright protection.

**10.3** Children must understand that ICT must be used appropriately out of school.

**10.4** Children must be aware that school may take action against them and inform their parents / carers if they are involved in incidents of inappropriate behaviour when they are out of school. Examples of this would be cyber bullying, use of images or personal information, inappropriate comments about school or other pupils on social media sites.

**10.5** Children not complying with these guidelines may risk losing the right to use ICT devices in school and staff will make parents/carers aware of the reasons for this.

### **10.6 E-safety in school**

E-safety should be a constant focus in all areas of the curriculum and staff should reinforce e-safety messages at all times.

In lessons where internet use is planned, staff should endeavour to check sites beforehand to determine their suitability for use. Staff should ensure that they are vigilant in monitoring content of the websites that children visit.

It is accepted that at times, especially in UKS2, children may need to research topics (e.g. racism, discrimination, drugs, alcohol, social media) that may result in sites being blocked. Staff can request that a site is temporarily accessed for the period of study time needed. Any request must be made with clear reasons for the need.

Pupils should be provided with constant reminders of being critically aware of materials/content that they access online.

Pupils should be encouraged to acknowledge sources of information used and to respect copyright when using material that has been accessed online.

Parents/carers should be provided with guidance via the school website highlighting good practice for encouraging 'e-safe' children.

## **10.7 ClassDojo**

10.7.1 This online system was initially used as a behaviour management system but has now developed into a communication system between home, school and the children. Homework activities are now set on here which children and parents can see, access and comment on. Successful use of Dojo can:

- Safely give your pupils a wider audience for their learning.
- Encourage reluctant learners to participate and succeed
- Allow pupils to receive feedback safely from many different people
- Allow your pupils to peer assess each other's learning
- Encourage parental engagement
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Don'ts:

- Never give away any personal information about your location or identity.
- Don't post pictures of yourself without specific permission from your teacher or parents.
- Never give out your log in details to anyone.
- Don't use text language in your posts

Do's:

- Post about whatever you like.
- If you receive a comment, it is polite to respond, say thank you and reply to a question if they have left one.
- Comment on other people's posts too. Blogging is about commenting and posting!
- If your post doesn't appear straight away, your teacher might be busy, do be patient.
- Try to post about things that your audience would like to read.



- If you see anything that shouldn't be on your screen, do tell your teacher or parents immediately.
- Do visit other class blogs regularly to read and comment. This helps people come back to your blog.
- Try to show off your best work/writing whilst blogging and use the tips people suggest to you to improve.
- Always tag your posts with your first name and include key words specific to your post.

## **10.8 Parent / carer acceptable use policy**

Parents are to be made aware that children must be responsible when using the internet and other communications technologies at school and at home.

Parents / carers will be issued with a notice when their child starts at the school, which outlines the use of the internet and ICT devices in school.

Parents / carers to be aware that their child will have had to sign an Acceptable Use Agreement in school.

Parents / carers to understand that children will be receiving e-safety education in school appropriate to their child's age and that staff will be following government guidance on this.

Parents / carers will be aware that the school will take all necessary precautions to ensure that monitoring and filtering systems are in place.

Parents / carers to understand that, although staff will take all necessary precautions, school cannot ultimately be held responsible for the nature and content of materials that may be accessed on school devices.

Parents / carers to understand that their child's activity will be monitored and that staff will contact them should there be a deliberate breach of the Acceptable Use Policy.

Parents / carers must be encouraged to role model safe use of the internet and devices at home and will inform school if they have concerns over their child's internet usage.

Parents / carers taking photographs or videos at school events, e.g. concerts, sports days, etc. should not publish these on any social networking site if they contain images of any other children but their own.

## **Notice to Parents/Carers regarding Acceptable Use of ICT**

At school, we provide children with access to the Internet using a range of devices, such as computers, iPads, iPods, etc. The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote student achievement.

Parents / Carers should note that:

- Children must be responsible when using the internet and other communications technologies at school and at home.
- Children use devices and the internet in school.
- Children receive e-safety education in school appropriate to their age; staff follow government guidance on this.
- School will take all necessary precautions to ensure that monitoring and filtering systems are in place. However, school cannot be ultimately responsible for the nature and content of materials that may be accessed.
- Children's activity will be monitored and a member of staff will contact me should there be a deliberate breach of the school's Acceptable Use Policy.
- They should ensure that they role model safe use of the internet on devices at home and inform school if they have concerns over their child(ren)'s internet usage.
- Children sign an Acceptable Use Agreement in school.
- The legal minimum age for having a Facebook account is 13. This is similar to other social media accounts as children below this age are not always aware of the impact of their messages.
- Any photographs or videos that parents/carers take at school events, e.g. concerts, sports days, etc. should not be published on any social networking site if they contain images of any other children but their own.
- **Unless we are notified by parents/carers to the contrary, we will assume that they are happy with their child(ren)'s use of the internet and devices within school.**

## **Appendix Four – Pupil eSafety Agreement**

Each class teacher will share this agreement with their class at the beginning of each school year, gaining pupils' signatures around it to say that they understand and agree to it. These signed agreements will then be displayed in the classrooms as a visual reminder.



**ZIP IT**  
Keep your personal stuff private and think about what you say and do online.



**BLOCK IT**  
Block people who send nasty messages and don't open unknown links and attachments.



**FLAG IT**  
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.



## I am safe online when I....

- *respect all school devices*
- *tell a teacher if I see anything that makes me feel uncomfortable*
  - *keep my logins and passwords secret*
  - *use a nickname or avatar when online*
- *do not speak to anyone online that I do not know in real life*
  - *never give out any personal details*
  - *report any damages to my class teacher*