



Caldecote Primary School

Computing Policy

April 2020

1. Intent

We aim to equip our pupils to grow to become capable, creative, critical and safe users of technology.

Our curriculum is designed to help them to:

- Develop their understanding of the principles and concepts of computer science and to build upon their knowledge using concrete experiences and applying them to real situations.
- Design, write and evaluate computer programmes methodically developing their skills and analytical thinking to solve problems.
- Develop and use their technological skills and knowledge to present their learning effectively and creatively, evaluating and communicating their findings and using these to inform future learning decisions.
- Become discerning, critical thinkers who are able to apply their understanding to solve problems.
- Know and demonstrate how to stay safe when working online at school, home and in the community and to be able to discuss any concerns they may have confidently and openly

2. Aims

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing skills to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of computing so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools for teaching and learning.

Our aims are:

- To enable children to become autonomous, independent users of computing, gaining confidence and enjoyment from their computing activities.
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the computing National Curriculum 2015.
- To use computing as a tool to support teaching, learning and management across the curriculum.

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- To provide children with opportunities to develop their computing capabilities in all areas specified by the National Curriculum 2015.
 - To ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.
 - To maximise the use of computing in developing and maintaining links between other schools, the local community including parents and other agencies.
 - To ensure the adequate provision of a range of computing equipment, to enable effective teaching and learning.

3. Teaching and Learning

The Computing curriculum is organised on a skills and knowledge basis, and links to class topics are made where appropriate. Staff plan and teach topics creatively, often using computing skills in other subjects. Pupils are encouraged to develop a range of study skills allowing them to increasingly take control of their own learning.

SEND pupils are supported as needed (see 8. Inclusion). More able pupils take their learning further and study in more depth. Computing is taught by class teachers and HLTAs with the support of teaching assistants as appropriate.

In order to fulfil the above aims it is necessary for us to ensure:

- A continuity of experience throughout the school both within and among year groups.
- The systematic progression through Foundation Stage, Key Stages 1 and 2.
- That the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage.
- That all children have access to a range of computing resources.
- That computing experiences are focussed to enhance learning.
- That cross curricular links are exploited where appropriate.
- That children's experiences are monitored and evaluated.
- That resources are used to their full extent.
- That resources and equipment are kept up to date as much as possible.

- That staff skills and knowledge are kept up to date.

4. Curriculum Development and Organisation

All classes will follow the statutory requirements as stated in the National Curriculum 2013.

Computing equipment supports the development of computing capability by enabling further development of tasks, encouraging research, and allowing for the creative use of computing across the curriculum. This is highlighted in the school Computing Curriculum document and in class planning.

Computing equipment consists of: class desktops, two laptop trollies, an iPad trolley, programming equipment including programmable floor robots and external devices. All classes have Clevertouch boards and visualisers. There are additional digital resources eg Whiteboard & projector and additional projector available for remote use in rooms such as the Group rooms and Whittaker.

5. Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop computing capability."

It is our policy to ensure this by:

- Ensuring all children follow the Computing Curriculum.
- Providing curriculum materials and software which are in no way class, gender or racially prejudice or biased.
- Monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

6. Online Safety

This Computing policy is implemented in conjunction with the Online Safety policy.

Internet access is planned to enrich and extend learning activities.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies.

A Safer User Agreement for Foundation Stage/ Key Stage 1 and Key Stage 2 pupils has thus been drawn up to protect all parties. This forms part of a home school agreement for responsible internet use. The agreement is also used as a code of

conduct and is displayed in classrooms. It is revisited with pupils regularly. This Safer User Agreement forms appendix A of this policy.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology in school, at home and in the wider community.

7. Assessment

Computing is assessed both formatively and summatively.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in line with the National Curriculum computing objectives. These are conducted informally by the class teacher and are used to inform future planning.

Activities are planned at the end of a unit of work which enable summative assessments to take place where children's computing capability is assessed. The work is assessed against National Curriculum expectations which summarise children's computing capability at three different levels:

We aim to build on this process by developing and maintaining electronic portfolios of pupils work.

8. Inclusion

Caldecote Primary School Computing is fully inclusive and we believe that all pupils are entitled to have access to a broad and balanced Computing curriculum and they are expected to achieve end of year expectations.

However, for some pupils with special educational needs and disabilities (SEND) additional or different support is needed for them to successfully access the Computing curriculum. Pupils with SEND will have a support plan or EHCP which sets out the provision they need, for example small group or 1:1 sessions or pre teaching.

We recognise computing offers particular opportunities for pupils with special educational needs and/or disabilities and gifted and/or talented children and/or children with English as an additional language for example.

Computing can cater for the variety of learning styles which a class of children may possess.

Using computing can:

- Increase access to the curriculum.

- Raise levels of motivation and self esteem.
- Improve the accuracy and presentation of work.
- Address individual needs.
- Where access is improved by the use of computing the information will be included on the child's Individual Support Plan.

We aim to maximise the use and benefits of computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

The school will endeavour to meet the needs of the very able children who display a particular ability in computing. This maybe catered for by the use of specialist teachers visiting the school to work with a group of children.

9. Roles & Responsibilities

9.1 Senior Management

The overall responsibility for the use of computing rests with the senior management of a school.

9.2 Staff who have teaching responsibility

Each teacher has been supplied with a County specification Laptop to facilitate their teaching, planning, assessing and reporting. It is their responsibility to look after the laptop, to keep information safely and to follow the Acceptable Internet Use Policy, the Code of Conduct for all Adults and all GDPR guidance.

9.3 Computing Leader

There is a designated computing leader to oversee the planning, delivery and assessment of computing within the school.

The computing leader will be responsible for:

- raising standards in computing as a national curriculum subject;
- facilitating the use of computing across the curriculum in collaboration with all subject leaders;
- providing or organising training to keep staff skills and knowledge up to date and regularly updating staff on developments within online safety;

- advising colleagues about effective teaching strategies, managing equipment and purchasing resources;
- monitoring the delivery of the computing curriculum and reporting to the Headteacher on the current status of the subject.
- ensure all National Curriculum statutory requirements are being met with regard to the use of computing within curriculum subjects.

9.5 The Classroom Teacher

Even though whole school leadership and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate computing concepts and skills making cross curricular links whenever possible. They should assist the computing leader in the monitoring and recording of pupil progress providing assessment data when and where needed.

9.6 Monitoring

Monitoring computing will enable the computing leader to gain an overview of computing teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of computing teaching and learning, the computing leader will:

- Scrutinise plans to ensure full coverage of the computing curriculum requirements;
- Analyse children's work;
- Carry out learning walks to assess the quality of computing learning
- Hold discussions with teachers;
- Analyse assessment data.
- Liaise with the Computing Governor

The Computing subject leader makes an annual evaluation on the strengths and weaknesses in the subject and indicates areas for further improvement on their Subject Leader Development Plan.

10. Health & Safety

We will operate all computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. The Health and Safety at Work Act (1 January 1993), European Directive, deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is updated regularly.

11. Appropriate Legislation, Including Copyright And Data Protection

All software loaded on school computer systems must have been agreed by the SLT, Computer lead and our ICT advisers (currently Irvine Knight). All our software is used in strict accordance with the licence agreement. Please refer to the school's GDPR Policy.

12. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:

Chair of Governors: Date:

Appendices:

KS2 Safe User Agreement

- I will use the school's computing equipment (including laptops, iPads, cameras etc.) with care and respect. I will use them for schoolwork and homework only. If I need to use the school's computing equipment for anything else, I will ask for permission first.
- I will only use the Internet if a teacher or teaching assistant is in the room with me.
- I will only delete my own files unless my teacher gives me permission to delete someone else's. I will not look at other people's files without their permission.
- I will keep my passwords private and tell an adult if I think someone else knows them. I know that my teacher can change my password if needed.
- I will only open e-mail attachments from people who I know or an adult has approved. If I am unsure about an attachment or e-mail, I will ask an adult for help.
- I will not give my own personal details such as surname, phone number or home address or any other personal details that could be used to identify me, my friends or my family. If I have to use an online name I will make one up!
- I will never post photographs or video clips of people I know without permission and never include names with photographs or videos.
- I will never arrange to meet someone I have only ever previously met online. It could be dangerous.
- I will not deliberately look for, save or send anything that could be unpleasant or upsetting. If I find anything via Internet, e-mail or mobile phone that is upsetting or makes me feel uncomfortable, I will tell a responsible adult.

I will do my best to follow these rules because I know they are there to keep me and my friends safe. If I don't follow these rules, my teacher may:

- Speak to me about my behaviour.
- Speak to my parents about my use of technology.
- Remove me from my account for a little while or permanently.
- Not allow me to use laptops / computers/ iPads to access the internet or particular programmes in school.
- Take other action to keep me (and others) safe.

Foundation Stage/KS1 Safe User Agreement

- I will use the school's computing equipment (including laptops, iPads, cameras etc.) with care and respect. I will use them for schoolwork and homework only. If I need to use the school's computing equipment for anything else, I will ask for permission first.
- I will only use the internet when a teacher or teaching assistant is nearby.
- I will not share my passwords with other people and will tell my teacher if I think someone else knows them.
- I will not share details about myself such as surname, phone number or home address.
- I will not send messages that might upset others.
- I will ask my teacher before using photos or video.
- If I see something on a screen which upsets me, I will always tell a trusted adult.