Eversley Primary School

Computing Policy

Reviewed: November 2023
Review date: October 2024

Introduction

This policy reflects the school values and thinking in relation to the teaching and learning of computing and the use of technology to support learning across the curriculum. This 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.

Our vision

We believe that an engaging and motivating Computing curriculum will enable our learners to:

- Use computational thinking and creativity to understand and change the world.
- Make deep links with Mathematics, Design and Technology and other non-core subjects throughout the curriculum.
- Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Become digitally literate – able to use, express themselves, develop and present ideas through information and communication technology.
- Gain the foundation of knowledge and skills they need to "learn for life".
- Remember a variety of E-safety rules and learn how to stay safe online through continued E-safety lessons from Reception up until they leave for secondary school.

Aims

- The Computing Coordinator (Rhian Goddard) and leadership team support staff to deliver a high-quality computing education.
- Computational thinking – the ability to solve problems in a creative, logical and collaborative way – is developed through repeated opportunities for programming and for building understanding of and applying the concepts of computer science.
- Pupils become responsible, competent, confident and creative users of information and communication technology.
- Pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Opportunities for communication and collaboration develop understanding of the purposes of technology and these are used to bring together home and school learning experiences.
- Technology is used imaginatively to engage all learners and widen their learning opportunities.
- Pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
  - Develop computing skills, knowledge and understanding
  - Develop an understanding of the wider applications of computer systems and communication technology in society
  - Develop independent and logical thinking through reasoning, decision making and problem solving

- o Develop imagination and creativity
- o Work independently and collaboratively
- o Have an awareness of the three main areas of E-safety:
  - being exposed to illegal, inappropriate or harmful material
  - being subjected to harmful online interaction with other users
  - personal online behaviour that increases the likelihood of, or causes, harm

Objectives

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 the EYFS and Key Stages 1 & 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 and show a clear progression through primary school
- 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

Curriculum Development & Organisation

Teachers plan from a scheme of work designed by the Computing subject leader which will enable teachers to deliver lessons that allow computing skills to be developed in a cross-curricular context. The scheme is divided into the following areas:

- E-safety
- Computing systems and networks
- Creating Media
- Data & Information
- Programming

Tools such as iPads are widely utilised to allow the objectives and skills within these areas to be fully met across a range of subjects in the curriculum. These mobile devices allow computing to be fully embedded within the wider curriculum and provide children with a state-of-the-art experience. A log to borrow the iPads is available on the shared staff calendar and also allows evidence of usage to be collected.

In addition to this, each class is allocated a time in the ICT suite to focus on core computing skills that do not necessarily lend themselves to being covered in a cross-curricular way. It also allows children to experience the very latest in technology, with advanced operating systems and multi-faceted software.

Classroom computers support the development of computing capability by enabling further development of tasks from the ICT suite: utilising the interactive whiteboard, encouraging research and allowing for the creative use of technology in subjects. All use of technology is highlighted in subject planning.

Interactive whiteboards and ceiling-mounted projectors are located in all classrooms as well as the ICT suite. These are used as a teaching and learning resource across the curriculum. All classrooms have "Clevertouch" boards. This allows for easy access to resources and provides children with further opportunities to demonstrate their ICT skills.

Teaching & Learning

Teachers' planning is differentiated to meet the range of needs in any class, including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task
- Different pace of working
- Different groupings of children – based either on similar ability or on mixed ability
- Different levels of input and support
- Different outcomes expected

The Computing coordinator will review teachers' computing plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of computing capability.

Equal Opportunities

It is our policy to ensure equal opportunities for all pupils by:

- ensuring all children follow the scheme of work for computing
- keeping a record of children's use of technology to ensure equal access and fairness of distribution of ICT resources
- ensuring that disadvantaged children are able to access online learning at home by facilitating this in whichever way needed
- providing curriculum materials and software which are in no way class, gender or racially prejudiced or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

Internet Safety

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. An internet access policy, devised by the LA, is followed to protect all parties and rules for responsible internet usage.

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.

Teachers plan in at least one lesson on internet safety at the beginning of each half-term to ensure that children are kept up to date with the latest steps on how to ensure their privacy and safety online. In KS2, this has involved teachers tailoring lessons to the latest innovations in social networking – providing practical advice (often referring to individual sites) on how to remain safe online. Lessons surrounding this also encourage children to share practical advice on how to stay safe on sites that the children regularly use. E-safety lessons will also be set as part of home learning, where necessary.

We also hold a week dedicated to e-safety awareness and take part in the national date for "Safer Internet Day".

Management Information Systems (MIS)

The use of computers enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with LEA requirements for the management of information in schools. We currently use ScholarPack, which operates on the school's administrative network.

The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed, with appropriate training provided.

Assessment

Computing is assessed in a formative manner using a bespoke assessment system in Microsoft Word. This system is based on the current National Curriculum and provides an easy-to-use interface for both staff and pupils to track and analyse pupil progress.

Formative assessment occurs on a lesson-by-lesson basis, based on the lesson objectives and skill descriptors in the scheme of work. This information is then used to inform future planning, which is then discussed with the Computing coordinator, to ensure the lessons fit in with the overall progression of the school.

The assessment document is used by teachers termly to track the attainment of children.

Each child's work is easily accessible on the staff shared network and their portfolio of work will stay them for their entire time at Eversley – allowing progress to be easily assessed by both teachers and senior management.

School Liaison, Transfer and Transition

The school is connected to the internet via Atomwide, which enables the transfer of information electronically. Email is used extensively by staff for internal communication and sharing of minutes, policy updates, etc. All teaching and non-teaching staff have email accounts and have agreed to the protocol for use of email within school.

Email is now used frequently to liaise with the LA, governing body, other schools and, where possible, parents. Future developments regarding our school Management Information System will enable the transfer electronically of data to aid transfer and transition to or between or within schools.

Inclusion/SEN

We recognise information and communication technology offers particular opportunities for our pupils with special educational needs and gifted and/or talented children and/or children with English as an additional language.
Information and communication technology can cater for the variety of learning styles which a class of children may possess.

Using information and communication technology can:

- increase access to the curriculum
- raise levels of motivation and self-esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of technology 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.

Roles & Responsibilities

Senior Management Team

The overall responsibility for the use of information and communication technology rests with the senior management of a school. The Head, in consultation with staff:

- determines the ways technology should support, enrich and extend the curriculum
- decides the provision and allocation of resources
- decides ways in which developments can be assessed and records maintained
- ensures that technology is used in such a way as to achieve the aims and objectives of the school
- ensures that there is an Computing policy, and identifies a Computing co-ordinator

Computing Coordinator

There is a designated, class-based Computing coordinator to provide leadership for the planning and delivery of computing within the school.

The Computing coordinator will be responsible for:

- raising standards in Computing as a national curriculum subject
- facilitating the use of technology across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- 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
- keeping up to date with the appropriate government legislation for teaching computing in schools.
- adapting learning in line with home learning and ensuring staff, parents and children have guidance for this

The Subject Coordinator

There is a clear distinction between teaching and learning within computing lessons and teaching and learning using information and communication technology across the curriculum. Subject coordinators should identify where technology should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their Computing lessons and are applying those skills within the context of another curriculum subject. Subject coordinators work in partnership with the Computing coordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of technology within curriculum subjects.

Monitoring

Monitoring Computing will enable the Computing coordinator 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 coordinator will:
- Scrutinise plans to ensure full coverage of the Computing curriculum requirements
- Analyse children's work
- Conduct pupil interviews
- Observe Computing teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data

Health & Safety

We will operate all ICT 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 school also has a 'Responsible Use of The Internet Policy' document.

The school has an alarm system installed throughout. Our administration and curriculum networks are separate to ensure security against access to our management system. All computers are password protected. The administration system is backed up regularly. The virus checker is updated regularly.

Home–School Links

Children are given the option to complete some homework tasks, when appropriate, using technology out of school. Children will be set work on Microsoft Teams for homework and home learning. Teachers are sensitive to the fact that children may not have access to technology or may not wish to use it to complete tasks out of school. Any work brought in to school must be scanned for viruses.

A school email address has been given to parents and is listed on the weekly newsletter. More parents are now using this to contact staff, arrange meetings and make general enquiries.

The school website promotes the school's achievements as well as providing information and communication between the school, parents and the local community. The school uses "ParentMail" to communicate with parents about various updates and to send the weekly newsletter.

Appropriate Legislation, including Copyright and Data Protection

All software loaded on school computer systems must have been agreed with the designated person in the school.
All our software is used in strict accordance with the licence agreement. Licences are held centrally.
We do not allow personal software to be loaded onto school computers.
Please refer to the school's Data Protection Policy.

Effective and Efficient Deployment of Computing Resources

Computing resources are deployed throughout the school to maximise access, to enhance teaching and learning and to raise attainment.

To enable regular and whole class teaching of Computing, the school has an ICT suite which all classes in Key Stages 1 & 2 use for approximately 1 hour per week to develop their computing skills.

To support the cross-curricular nature of Computing, children also have access to iPads and iPad minis. This enhances the learning of children in a range of curriculum subjects.

The school's interactive whiteboards and digital projectors are located in classrooms and in the ICT suite. They are permanently mounted and most are now 'Ultra-Short-Throw,' which provides a much improved experience for both staff and pupils. All staff have a classroom PC for use with these and internet access is available in all classrooms, both wirelessly and through LAN cables. Additionally, each teacher has access to a laptop to enable them to plan lessons and prepare resources at home.

Most year groups now have "Clevertouch" boards in their classrooms, allowing for state-of-the-art ICT within the classroom. This is planned to be rolled out through all of the year groups by 2021, subject to available budgets.

Where possible, a consistent interface is provided on all machines to enable familiarity and continuity with generic 'toolkit' software licensed and available on all curriculum computers in school.

This policy is reviewed annually by the Computing subject leader.