

The Bellbird Primary School



Computing Policy

January 2021

(To be reviewed January 2024)

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‘A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.’

Computing programme of Study, DfE, 2013

Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content.

At The Bellbird Primary School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

Aims

The school aims to cover the curriculum under three strands:

Computer Science

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning.
- To develop children’s understanding of technology and how it is constantly evolving.

Digital Literacy

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices.
- To promote pupils’ moral, social and cultural development.

Information Technology

- To develop ICT as a cross-curricular tool to enhance and enrich learning and progression.
- To promote learning through the development of thinking skills.
- To enable children to understand and appreciate their place in the modern world.

The National Curriculum for Computing:

In order to develop the Computing and ICT capability and understanding of each child we will provide through our planning:

- Computing through all three strands taught within the classroom.
- Continuity throughout the school to ensure that experience and skills are developed in a cohesive and consistent way.
- Access to laptops and ipads within class or in designated communal areas.
- Experience of a variety of well-planned, structured and progressive activities.
- Experience cross-curricular links to widen children's knowledge of the capability of computing including safe use of the Internet and other digital equipment.
- Opportunities for children to recognize the value of computing and ICT in their everyday lives and their future working life as active participants in a digital world.

By doing this we will fulfil the requirements of the National Curriculum.

Rationale

The school believes that IT, computer science and digital literacy:

- Are essential life skills necessary to fully participate in the modern digital world.
- Allow children to become creators of digital content rather than simply consumers of it.
- Provide access to a rich and varied source of information and content.
- Communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- Can motivate and enthuse pupils.
- Offers opportunities for communication and collaboration through group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and compute the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils should be taught to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works 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; and the opportunities they offer for communication and collaboration

- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. A service level agreement with The Cambridgeshire ICT Service is currently in place to help support the subject leader to fulfil this role both in hardware & software. Computing network infrastructure and equipment has been sited so that:

- ✓ Every classroom from EYFS to Y6 has a computer connected to the school network and an interactive whiteboard with sound.
- ✓ There is an iPad Sync & Charge cabinet in school containing USB ports
- ✓ Internet access is available in all classrooms.
- ✓ Each class from Y1 – Y6 has an allocated slot each week for teaching computing as a discrete subject.
- ✓ The laptops and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use.
- ✓ Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- ✓ The school has a computing technician who is in school for scheduled visits monthly, on Friday morning.

Assessment and record-keeping

Teachers assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. Teachers can view pupil's stored work in Purple Mash to assist with assessment. Assessing computing is an integral part of teaching & learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing

concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment can be broken down into:

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

Pupils with Special Educational Needs

It is our policy to ensure that all children, regardless of race, class or gender, should have the opportunity to develop computing and ICT capability. We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers /Internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.

- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

Equal opportunities

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others and the subject of Computing.

The role of the Subject Leader

There is a computing subject leader who is responsible for the implementation of computing policy across the school. Their role is to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- Provide colleagues opportunities to observe good practice in the teaching of computing.
- Maintain resources and advise staff on the use of digital tools, technologies and resources.
- Monitor classroom teaching or planning following the schools monitoring programme.
- Monitor the children's progression in computing, looking at examples of work of different abilities.
- Manage the computing budget.
- Keep up-to-date with technological developments and communicate information with colleagues.
- Lead staff training on new initiatives.
- Attend appropriate in-service training.
- Have enthusiasm for computing and encourage staff to share this enthusiasm.
- Keep parents and governors informed on the implementation of computing in the school.
- Liaise with all members of staff on how to reach and improve on agreed targets.
- Help staff to use assessment to inform future planning.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and using their knowledge, skills and understanding of computing across the curriculum. They will plan and deliver the requirements of the

National Curriculum for Computing to the best of their ability. We set high expectations for our pupils and provide opportunities for all to achieve.

The class teacher's role is a vital role in the development of computing throughout the school and will ensure continued progression in learning and understanding, and create effective learning environments.

The class teacher will also:

- Secure pupil motivation and engagement
- Provide equality of opportunity using a range of teaching approaches and techniques
- Use appropriate assessment techniques and approaches
- Set suitable targets for learning as outlined in the inclusion policy.
- Maintain up to date assessment records.

Staff training

The computing subject leader will assess and address staff training needs as part his/her role and will respond to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the subject leader where appropriate.

Health and Safety

The school is aware of the health and safety issues involved in children's use of IT and computing. All fixed electrical appliances in school are tested by a Local Authority contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months.

It is advised that staff should not bring their own electrical equipment in to school but, if this is necessary, equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, visitors running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the computer technician, subject leader or head teacher who will arrange for repair or disposal.

In addition:

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- e-safety guidelines will be set out in the e-safety policy & Acceptable Use Policy

Safeguarding Children: E-safety

At The Bellbird Primary School we believe that the use of ICT in schools brings great benefits. To live, learn and work successfully in an increasingly complex and information-rich society, our children must be able to use technology effectively. The use of these exciting and innovative technology tools in school and at home has been shown to raise educational standards and promote pupil achievement. Yet at the same time we recognize that the use of these new technologies can put young people at risk within and outside the school. Children are taught e-safety in discrete lessons, both as part of Computing and PSHE. The school's plans for PSHE and Computing include e-safety sessions. The school will also take part in and deliver lessons and activities as part of Safer Internet Day (<https://www.saferinternet.org.uk>).

Further information is available to parents and carers via the school website's Safeguarding Policies and Documents section. This will be kept up to date by the subject leader and include links to documents, websites and resources to enable parents and carers to keep their children safe online.

Security

We take security very seriously. As such:

- ✔ The computing technician will be responsible for regularly updating anti-virus software.
- ✔ Use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP.
- ✔ Parents will be made aware of the 'acceptable use policy' at school entry and KS2.
- ✔ All pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.

Cross curricular links

As a staff we are all aware that IT and computing skills should be developed through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as developing computing knowledge, skills and

understanding. Our school provides pupils with opportunities to enrich and deepen learning using cross-curricular approaches - embedding computing in English, Mathematics and Science from Year 1 to Year 6.

Parental involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home for pleasure, and through home-learning tasks. Parents will be made aware of issues surrounding e-safety and encouraged to promote this at home.