Computing Policy

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the wellbeing and safety of our pupils are met through our school values of:

Respect: Pupils use technology in a respectful manner
Service: Pupils understand the value of technology in the wider world and its importance in helping to accomplish important tasks.
Perseverance: Technology supports children in the accomplishment of a range of tasks.
Creation: Pupils use technology to develop new ideas and create new opportunities in an ever-changing world.
Compassion: Technology is used to support and facilitate others.

'Computing education is important for pupils to make sense of and to contribute positively to our technology diverse world' Ofsted May 2022

Intent

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial system. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. At Willaston, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet.

For this reason, we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.

Implementation

Computing expectations split the teaching and learning of Computing into three strands (Computer Science, Digital Literacy and Information Technology). It is therefore important that children recognise the difference between what makes each one relevant to their future, as well as their everyday lives.

High quality teaching of Computing, from Reception through to Year 6, utilises a combination of practical lessons and theory lessons designed to promote discussion and nurture understanding, which are also relevant to other areas of the curriculum such as PSHE and Citizenship.

This policy reflects the values and philosophy in relation to the teaching and learning of and with Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the scheme of learning for Computing that sets out in detail what children in different year groups will be taught and how Computing can facilitate or enhance learning in other curriculum areas.

This document is intended for:

1. All teaching staff
2. All staff with classroom responsibilities
3. School governors
4. Parents
5. Inspection Teams

Copies of this policy are kept centrally and are available from the school office, website, and the subject leader.

Aims

Computer Science

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

Digital Literacy

1. To enable a safe computing environment through appropriate computing behaviours.
2. To allow children to explore a range of digital devices.
3. To promote pupils' spiritual, moral, social and cultural development.

Information Technology

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

British Values within Computing

Children at Willaston CE Primary School demonstrate the following values whilst learning about Computing by:

Democracy

1. Listening to everyone's ideas in order to form a majority.
2. Working as part of a team and collaborating to use computing devices effectively.

Rule of Law

1. Developing knowledge of lawful computing behaviours.
2. Demonstrating respect for computing laws.

Individual Liberty

1. Taking responsibility for our own computing behaviours.
2. Challenging stereotypes and bias.
3. Exercising rights and personal freedoms safely through knowledge of E-safety.

Respect and Tolerance

1. Showing respect for other cultures when undertaking research using computing devices.
2. Providing opportunities for pupils of all backgrounds to achieve in computing.

Objectives

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

1. Computing through all three strands taught within the classroom.
2. Continuity throughout the school to ensure that experience and skills are developed in a cohesive and consistent way.
3. Access to computers and IPads within class or in designated communal areas.
4. Experience of a variety of well-planned, structured and progressive activities.

5. Experience cross-curricular links to widen children's knowledge of the capability of computing including safe use of the internet and other digital equipment.
6. Opportunities for children to recognise the value of computing 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.

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

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

1. Ensuring that all children follow the scheme of learning for Computing.
2. Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
3. Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
4. Providing suitable challenges for more able children, as well as support for those who have emerging needs.
5. Responding to the diversity of children's social, cultural and ethnographical backgrounds.
6. Overcoming barriers to learning through the use of assessment and additional support.
7. Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
8. Movement or physical difficulties by developing computing skills through utilising their individual strengths.
9. Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

Assessment

We assess the children's work in Computing whilst observing them working during lessons. Teachers record the progress made by children against each 'Can I' statement. Teachers will use a mixture of formative and summative assessments to aid their teacher judgements at the end of every term using 'Insight'.

In doing so, analysis of assessments then highlights implications for future teaching and informs future planning within the subject. Formative assessment occurs on a lesson-by-lesson basis determined by the lesson objective.

Health and Safety

The school takes very seriously and is aware of the health and safety issues surrounding

children's use of ICT. We ensure that pupils have a safe environment in which to learn. We ensure effective filters are in place to safeguard pupils.

As such, we will ensure that:

1. All fixed and portable appliances in school are tested by an LA approved contractor every twelve months.
2. Damaged equipment is reported to the school business manager who will arrange for repair or disposal.
3. E-safety is taught each term by class teachers, through assemblies delivered by Community Liaison Officers and through parent presentations. We have developed a personalised and bespoke e-safety scheme of work. There is also a link on our school website to direct parents to further information on how to keep children safe online.
4. Children learn about rights and responsibilities when using the internet.

Security, Legislation, Copyright and Data Protection

We ensure that the school community is kept safe by ensuring that:

1. The school computing technician is responsible for regularly updating anti-virus software.
2. The use of computing will be in line with the school's Acceptable Use Policy (AUP).
3. All staff, volunteers and children must sign a copy of the schools AUP.
4. Parents are made aware of the AUP at school entry.
5. All children are aware of the school rules for responsible use on login to the school network and will understand the consequence of any misuse.
6. There are regular reminders for the safe and responsible use of computing.

Software/apps installed onto the school network server must have been vetted by the teacher for suitable educational content before being purchased and installed. No personal software is to be loaded onto school computers. Further information can be found in the school's Data Protection Policy.

Curriculum Development and Organisation

Our Scheme of Learning is based on the National Curriculum guidelines and has been adapted in conjunction with Kapow. All units of teaching and learning are linked closely to each year group's curriculum map, with additional assessment activities built in.

Individual IPads in classrooms and on our trollies support the development of Computing capability by enabling independent learning, encouraging research, and allowing for the creative use of Computing in all subjects. Digital projectors, interactive whiteboards and visualisers are positioned in all classrooms and are used as a teaching and learning resource across the curriculum. An immersive classroom further enhances the children's

learning, emotive and language experiences and responses through cross-curricular exploration of ideas and themes.

Teaching and Learning

Across Key Stage 1 and Key Stage 2, our children will use technology to:

1. Learn programming by: using programmable toys, program on screen, through animation, develop games (simple and interactive) and to develop simple mobile apps. The children will also use Code Studio as a tool to develop their programming skills.
2. Develop their computational thinking through filming and Green Screen opportunities.
3. Develop computing creativity by illustrating an eBook, taking and editing digital images, shooting and editing videos and by producing digital music, creating geometrical images.
4. Investigate computer networks through finding images using the Web, researching a topic, finding out how the school network operates, as well as editing and writing codes and programmes across a range of sites and apps.
5. Communicate and collaborate.
6. Understand the need for productivity as a life skill.

Teacher's planning is differentiated to meet the range of needs in each class. A wide range of teaching and learning 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 of the task. Different outcomes may be expected depending on the ability and needs of the individual child.

Internet Safety

Internet access is planned to enrich and extend learning activities across the curriculum.

However, we have acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies both in school and outside with rules for responsible internet use.

To further ensure the safety of the children, we will teach each class the rights and responsibilities of using the internet.

A link on the school website homepage gives parents more information on e-safety. Regular e-safety updates are also shared with parents and carers.

Roles and Responsibilities

The head teacher, in consultation with the Computing Subject Leader and staff will:

1. Determine the ways in which Computing, and ICT supports, enriches and extends the curriculum.
2. Decide on the provision and allocation of resources.
3. Ensure that Computing is used in a way that achieves the aims and objectives of the school.

There is a designated Computing leader to oversee the planning and delivery of Computing within the school through:

1. Facilitating the use of Computing across the curriculum in collaboration with all subject leaders.

2. Providing or organizing training to keep staff skills and knowledge up to date.

3. Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.

4. Monitoring the delivery of the Computing curriculum and reporting to the head teacher and governors.

5. Whole school coordination and support is essential to the development of Computing capability however, it is the responsibility of each individual teacher to plan and teach appropriate Computing activities and assist the leader in the monitoring and recording of pupil progress in the subjects.

Monitoring

Regular monitoring enables the subject leader to gain an accurate 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 the quality of Computing and ICT teaching and learning, the subject leader will:

1. Observe teaching and learning in the classroom.
2. Hold discussions with teachers and children.
3. Analyse children's work
4. Examine plans to ensure full coverage of the Computing and cross-curricular ICT requirements

School Clubs and Learning Beyond School Hours

Children are identified and those who do not have access to ICT at home and who wish to, are able to use school resources for extended learning. Teachers voluntarily offer clubs throughout the year and there are opportunities for children to develop their computing and

cross-curricular skills through apps such as Times Table Rockstars, Numbots and Spelling Shed.

Home School Links

Our school website promotes the school and children's achievements as well as providing information and communication between the school, parents and the local community. Twitter is used to keep parents up to date and to share children's achievements in a more accessible way. Texts and emails are sent to parents as reminders or to inform as an addition to sending letters home with children.

Deployment of Computing / ICT Resources

To enable regular and whole class teaching of Computing and ICT, each teacher has access to a shared bank of iPads. They also have access to a shared bank of laptops.

Each member of teaching staff has a laptop computer, which they are able to use at home. Every class has an interactive touch-screen board linked to a main computer on the school network. The school hall has a TV linked to a laptop and every class also has a visualiser.

Statement

This policy was reviewed by Harry Davies, December 2024.

Review date: December 2026

Signed Chair of Governors:	
Date:	December 2024