



St. Mary & St. Benedict Catholic Primary School

Computing Policy January 2021

The Computing Policy was revised by: **Computing Coordinator, Technician and Head teacher**

It was approved by the Governors on:

The next review date is (annually): **November 2022**

Introduction:

This policy sets out St Mary & St Benedict CP School's aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Online Safety , Safeguarding, Equal Opportunities, Curriculum, Teaching & Learning, SEND and Assessment policies.

The policy has been developed by the Computing Lead (Melanie Lovelock) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study (NC 2014).

Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

Intent

At St Mary & St Benedict Cp School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's journey through school to ensure the learning is embedded and skills are successfully revised and developed. Our intention is that Computing also supports children's creativity and cross curricular learning will help engage children and enrich their experiences in school.

Aims:

St Mary & St Benedict CP School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims:

- Provide an exciting, rich, relevant and appropriate Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Make use of computational thinking beyond the Computing curriculum.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Provide pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding:

Online safety (E-safety) has a high profile at St Mary & St Benedict CP School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums, eg: PSHE and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.

- Our online safety policy (which runs in line/unison with our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with. (flowchart appendix in Online Safety Policy)
- Scheduled staff and pupil voice sessions and learning walks steer changes and inform training needs.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available. [Appendix 2](#)
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure. This is in line with GDPR guidelines.

A separate Online Safety Policy for the school is available to provide in depth detail for all school stakeholders.

Curriculum:

As a school, we have chosen to use the following supporting materials:

- the Purple Mash Computing Scheme of Work from Reception to Year 6,
- the Rising Stars Computing Scheme of Work,
- Independent units of work.

The schemes of work support our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident at school that the schemes of work more than adequately meet the national vision for Computing as set out in the national Curriculum statements from 2014. Our curriculum aims to provide flexibility and strong cross-curricular links.

Use of Purple Mash will enable the school to:

- teach a broad computing curriculum which accesses excellent support materials
- access and modify computing schemes of work which clearly identify links to the computing skills progression of skills statements – year by year.
- produce weekly plans which identify a clear LO and related I can statement which link to the 5 areas of the computing curriculum (e-Safety, Programming, Handling Data, Multimedia, Technology) for the associated year group.

Early Years:

St Mary & St Benedict CP School

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices (sound and audio) can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage One:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs perform by following a sequence of instructions.
- Write and test 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.

Key Stage Two:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- 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.
- 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.
- 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.
- 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 worldwide web; and the opportunities they offer for communication and collaboration.

Assessment:

Teachers will assess the success of a unit of work by carrying out a related activity linked to the skills progression document at the end of a topic.

Children are encouraged to self, peer and group assess work in a positive way, and evidence of this will be shared with the computing subject leader.

After each computing session, class teachers will evaluate the teaching and learning before proceeding and adjust future plans to meet pupil needs and curriculum coverage.

The computing subject leader will use pupil voice to review skills development, opportunity and engagement.

Resources:

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- The Computing Leader, in partnership with the technician, keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential. [Appendix 1.](#)
- Audits of school resources are conducted regularly by the Computing Leader, which informs requests for budgets allocations.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader and technician.
- An itemised list of all resources is shared with staff and kept up to date by the Computing Leader. [Appendix 1](#)
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

Inclusion:

At St Mary & St Benedict CP School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in

mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

Monitoring, Evaluation and Feedback:

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep weekly planning for computing sessions. The computing subject leader will also keep a computing portfolio which must contain work samples from all classes to demonstrate computing through discreet lessons as well as cross curricular opportunities.

Details of monitoring and evaluation can be found in the Computing Action Plan and Subject Leadership Folder.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice
- Teacher & support staff voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Computing Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings.

Roles and Responsibilities:

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving and setting budgets.
- Creating in conjunction with the Computing Leader and school technician, a long-term vision for Computing which includes forecasted expenditure and resources.
- Ensuring any government legislation is being met.

Computing Leader

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring planning and assessment expectations are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Head.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Working alongside the technician.
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website
- Fixes errors/issues with hardware and software set-up, prioritising as needed
- Routinely checks school filtering, monitoring and virus protection.
- Maintains network connectivity and stability.
- Sets up new hardware and installations.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Administrative Staff

- Share in the responsibility to maintain the school website content.
- Posts approved requests to the school's social media accounts.
- Supports procurement of resources and technical services.
- Supports the technician relevant data management.

Health and Safety:

St Mary & St Benedict CP School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety. Hardware trolleys are to be moved by adults only.

Appendices

Appendix I - Resources list:

Hardware

Ipads

Set 1 - EYFS

Set 2 - KSI

Set 3 - KS2

Laptops

St Mary & St Benedict CP School



Set of 15 - whole school

Set of 6 - Clicker laptops

Desktops

2 per class – Y3-6

Cameras

5 digital cameras

Beebots

1 set of 15, related resources KSI

IWB

1 screen per learning area - Smart and LCD screens for EYFS

AV system in Hall

Lighting and sound management, including microphone system

Software

Online Software

DB Primary - school VLE

School website - curriculum links

Education City

Purple Mash

My Maths

Grammasaurus

Curriculum Resources on School Network

Headstart Grammar

Headstart Spelling

Headstart Comprehension

Rising Stars - Switched on Computing, Science, Grammar and Punctuation, English tasks and tests

Nelsons Handwriting

Times Table Rock Stars

RE resources

Pearson's Rapid Write

Collins English and Maths

Reading Explorers Y56

St Mary & St Benedict CP School

Maths

Appendix 2 - AUP for KSI & KS2



See Online Safety and Acceptable Use Policy

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Appendix 3 - Internet/Online Safety Posters



Think then Click

-  We ask permission before using the Internet.
-  We only use websites our teacher has chosen.
-  We immediately close any webpage we don't like.
-  We only e-mail people our teacher has approved.
-  We send e-mails that are polite and friendly.
-  We never give out a home address or phone number.
-  We never arrange to meet anyone we don't know.
-  We never open e-mails sent by anyone we don't know.
-  We never use Internet chat rooms.
-  We tell the teacher if we see anything we are unhappy with.

Key Stage Two