Beechwood Primary School
Computing Policy

1. Aims and objectives

1.1 Computing is changing the lives of everyone. ICT skills are a major factor in enabling children to be confident, creative and independent learners. Our statement of Values and Visions recognises the vital role that technology plays.

"We will equip our children to rise confidently and successfully to the technological challenges of the modern world".

1.2 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 precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

1.3 Key stage 2

Pupils should be taught to:

- design, write and debug 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
- use logical reasoning to explain how some simple algorithms work 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

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

2. Teaching and learning style

2.1 The teaching style that we adopt is as active and practical as possible. Children in Key Stages one and two receive a formal weekly lesson in computing skills. Children in Foundation Stage are taught basic ICT skills in a variety of contexts across their curriculum.

2.2 We recognise that all classes have children with widely differing ICT abilities. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

2.3 Computing is used to enhance teaching and learning in all subjects where it is appropriate. The school is well resourced with a variety of hardware and software. The staff has agreed an expectation for the use of ICT – see appendix.

3 ICT curriculum planning

3.1 The school uses year group progress to show expectations for long term planning and staff are supported to match planning to topic areas for medium term plans.

3.2 The long-term plan maps the computing skills that the children develop in each year group.

3.3 Teachers are encouraged to adapt long and medium term plans to help them to forge links between other areas of the curriculum.

4 Foundation Stage

4.1 We teach Computing in the reception class as an integral part of the topic work covered during the year.

4.2 We relate the ICT aspects of the children's work to the objectives set out in Development Matters which underpin the curriculum planning for children from birth to five.

5 Assessment and recording

5.1 Teachers assess children's work in computing by making informal judgements as they observe them during lessons. Staff evidence the children's work using the evidence app for each child and links their progress to I can statements. In Key Stages one and two, at the end of each unit of work, the children complete an integrated task which is assessed by the teacher using the school's traffic light system.

5.2 Children are taught to carefully save all ICT work within their class folders. All ICT and computing work can be found on the school server.

6 Resources

6.1 Our school has a computer suite and networked PCs, laptops, Boards in every classroom, digital video cameras, Mac Books, Ipods. Ipads. We also have Ipad minis which are mainly used for evidence gathering.

6.2 In addition, a wide variety of hardware and software is stored in the computer suite.

6.3 It is the role of the Computing co-ordinator to develop the use of and procurement of resources.

6.4 The school has an SLA to provide technical support for the hardware in school.

7 Monitoring and review

7.1 The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the computing co-ordinator. The computing co-ordinator is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

7.2 Subject co-ordinators are responsible for the promotion and monitoring of the use of computing and ICT in their curriculum areas.

8 E Safety and the Learning Platform

8.1 The School has up to date E Safety and Acceptable Use policies for staff and pupils. Parental permission is sought for the use of photographs for the learning platform/newsletter.

8.2 E-Safety is taught progressively throughout the curriculum at a level that the children understand in order to make them aware of the dangers both in school and out of school.

8.3 Children will report any incidents of ICT misuse to a member of the teaching staff.

8.4 Children will understand that they must seek help or advice from a teacher or trusted adult if they experience problems when online, or if they receive any content which makes them feel uncomfortable in any way.

8.5 The school has its own learning platform which has replaced the school website and this has enabled children and parents to access resources out of school to extend their learning.

8.6 Children will be trained as school E-Safety leaders to raise and maintain awareness across the school. This will be led by a CEOP trained member of staff.

9. Related Policies (Prevent Duty and Keeping Children Safe in Education)

9.1 We will ensure that children are safe from terrorist and extremist material when accessing the internet in school.

9.2 Appropriate filtering procedures are in place and continue to be monitored and updated.

9.3 Online searches will be monitored by the teaching staff staying aware that extremism can be identified by certain websites. Children will never be left unsupervised when accessing online materials.

9.4 Children will be taught how to stay safe online, both in school and outside. This is integral to both our ICT/computing and PSHE/RE curriculums.

9.5 Parents and carers have a key role to play in creating a safe ICT/computing learning environment and culture, through promoting

internet safety at home and hence reinforcing the messages taught in school (Links with parents through workshops, newsletters, PTA etc.).

9.6 Mobile phones are not allowed in school; though mobile phone safety is taught as we are aware that they are now commonly used by the children at home.

9.7 School staff will be kept up to date with commonly used mobile phone programs and apps and related social media (e.g. Snapchat, Facebook) to ensure they can keep the safety message relevant and modern.

10. Building children's resilience to radicalisation

10.1 A safe environment for our pupils will be provided so that they can debate controversial issues and understand how they can participate and influence decision making.

10.2 We will continue to promote the spiritual moral, social and cultural development of pupils and, within this, fundamental British values.

10.3 Connects directly to our E-Safety and awareness.

11. If a staff member has a concern

11.1 If a member of staff has a concern about a particular pupil, then they will follow the school's normal safeguarding procedures. This would include a discussion with the Designated Safeguarding Lead and if necessary children's social care.

11.2 The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

11.3 Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Signed:

Date: September 2016

Date for Review: July 2019

Appendix

Agreed expectations for the use of ICT and computing across the curriculum

English

- use ICT interactively during starter / main teaching where appropriate
- use for a group each day during the reading week (where appropriate – needs to be related to WALT)
- use for each group for guided reading at least once a term
- in junior classes, use for writing at least once a term (whole class)
- in class two, use for writing a couple of times over the year
- Letter Join for handwriting practice
- Kahoot for English related quizzes
- Frog Play for class related online work and activities

Maths

- use ICT interactively during starter / main teaching where appropriate
- use for a group each day (where appropriate – needs to be related to WALT)
- use ICT suite where appropriate for whole class investigations e.g. using ITPs
- Kahoot for Maths related quizzes
- Frog Play and My Maths for class related online work and activities
- IPods for quick mental Maths related games and activities

Topic

- use ICT interactively to enhance whole class teaching e.g. Google Expeditions
- Apple Macs to bring learning to life through iMovie etc
- use a minimum of once in each subject each half term

PE / Music

- use regularly to record evidence (video / photos)
- use regularly in PE to evaluate own work and that of others (e.g. professional sports people)

Some common uses of ICT

- communication (posters/writing)
- photos / videos – please ensure these are saved on the portfolio on the server
- Internet research
- Internet interactive sites
- Subject specific software in suite / on laptops
- Roamer / Beebot / Pixie – not just for work on direction

- Sensing equipment in Science (can also be used with timing mats in PE)
- Microscopes (we now have 4 in school)