

 **Lidget Green Primary School**

**Computing Policy**

**Intent**

The school’s aims are to:

* Develop a good understanding of how to use ICT and computing safely and responsibly.
* Meet the requirements of the National Curriculum programmes of study for computing.
* Teach a relevant, challenging and enjoyable curriculum for computing for all pupils.
* Provide a wide range of ICT and computing experiences so that pupils can understand the potential that technology holds.
* Use ICT and computing as a tool to enhance learning throughout the curriculum.
* Respond to new developments in technology.
* Equip pupils with the confidence and capability to use ICT and computing throughout their lives.

The National Curriculum for computing aims to ensure that all pupils in Key Stage 1 and Key Stage 2 can:

* Understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
* Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
* Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
* Be responsible, competent, confident and creative users of information and communication technology.

**Implementation**

**Early Years**

In the Foundation Stage, it is important to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Early years learning environments should feature computing scenarios based on experience in the real world such as role play (shopping tills, microwaves etc.). Children gain confidence, control and language skills through opportunities to explore, using resources such as torches, cameras and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful for children who have English as an additional language.

**Planning**

Online Safety is taught discretely, as part of Computing lessons and whenever ICT is used across the curriculum.

Our long-term plan outlines the modules of Computing learning along with suggestions for activities and the appropriate software for each module. These are planned in line with the National Curriculum, and relate to the different aspects of computing:

* Digital Publisher
* Digital Artist
* Digital Broadcaster
* Digital Researcher
* Digital Presenter
* Digital Designer
* Digital Programmer
* Digital Film Maker
* Digital Animator
* Digital Data Handler
* Digital Musician

Teachers then plan for these modules; they are expected to use the modules to teach ICT and Computing within a real-life context, using it to broaden and enrich other curriculum areas while ensuring the necessary computing skills and knowledge are taught.

Medium term plans are designed to enable pupils to achieve stated objectives, allowing for clear progression as they move up the school. Pupil progress towards these objectives is recorded by teachers as part of their class recording system.

**Assessment**

Key objectives to be assessed are taken from the National Curriculum. Teachers regularly assess capability through observations, discussions with pupils and looking at completed work. Regular assessment of computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. Assessment can be broken down into;

* Formative assessments which are carried out during and following focussed 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' capability and provide a best fit level. Use of independent tasks, provide opportunities for pupils to demonstrate capability in relation to the term’s work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils on the school’s tracking system, Target Tracker, three times a year, showing whether the pupils are working towards, have met or exceeded the learning objectives.

On completion of each unit of work, an example of the integrated task for each ability group is placed in the Portfolio of Children’s Work for which the computing subject leader is responsible. This demonstrates the expected level of achievement in computing for each age group in the school.

**Monitoring and Reviewing**

The computing subject leader works with the SLT to monitor the standards of the children’s work and of the quality of teaching in computing. The computing subject leader is 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.

**Inclusive teaching of ICT**

At Lidget Green Primary School, we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances, the use of ICT has a considerable impact on the quality of work that children produce. It increases their confidence and motivation and allows access to parts of the curriculum to which the children may not otherwise have had.

Teachers identify children who are gifted and talented in the area of computing. It is the teacher’s responsibility to ensure that these children are suitably challenged in their use of ICT and computing both in specific computing lessons and in using ICT in other curriculum areas; the subject leader will advise and support with this. Opportunities are identified for these children to actively participate in activities which offer more challenging aspects of computing.

**Cross-Curricular learning**

The use of information and communication technology is an integral part of the National Curriculum and a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information that is learned across the whole school curriculum. Our children are given opportunities to learn new computing skills through discrete computing lessons and in other areas of the curriculum. Children are able to work with Interactive Whiteboards, iPads, Chromebooks and Beebots, alongside many online resources, to further develop their skills.

To prepare our children for an ever-changing digital world, we participate in Safer Internet Day, take part in statutory PSHE lessons surrounding Computing and e-Safety and ensure children are taught discrete online safety lessons on a regular basis. In addition, we hold a computing club to allow further exploration of coding and digital designing.

**Resources**

We have a large number of computers and other devices available in school including: two full class sets of Chromebooks; an ICT suite with a full class set of computers; three half-class sets of iPads; individual iPads for day-to-day use in the Foundation Stage and Key Stage 1.

Computers around the school are networked and have Internet access. Interactive Whiteboards are available for teaching and learning in all lessons. The ICT suite is available for timetabled use as part of computing lessons as well as for supporting cross-curricular learning.

**Online resources for home use**

In recent years there has been an increase in the educational opportunities that are available online. We have bought licences for the following web-sites to give pupils safe access to online education opportunities outside of school:

* Times Tables Rockstars
* Reading Plus
* Reading Eggs
* Purple Mash

Pupils are given passwords that can be used to access these learning opportunities and are shown how to use the sites. to keep their passwords safe from others. We stress the importance of keeping their passwords safe.

In addition to these, children and parents are made aware of the vast range of opportunities children can access for free such as Scratch, Tinkercad and Topmarks etc.

Should the need for home-based education arise, the school has a large number of Chromebooks that will be loaned out to families who need them.

**Induction for new staff**

All staff receive support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use. Staff are made aware of the planning process, assessment and recording. They are shown where to find all the required resources. Online Safety training is delivered as part of safeguarding training to make sure staff are aware of the dangers in the online world and how to ensure our children’s safety during online activities.

**Roles and Responsibilities**

**The subject leader** is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people. The subject leader will liaise with the Safeguarding team and the Network Manager to ensure children are protected when on the Internet by appropriate firewalls and monitoring software.

**Class teachers** are responsible for ensuring that their class is taught all elements of the computing curriculum as set out in the National Curriculum programme of study. They are also responsible for ensuring equipment is appropriately cared for while being used by their class and for monitoring this use to ensure online safety.

**All staff** must make themselves aware of legislation and policies relating to the use of ICT and computing, including copyright and data protection issues***.***

**Security**

* The Network Manager will be responsible for regularly updating anti-virus software.
* Use of computing equipment will be in line with the school’s ‘acceptable use policy’. All staff must sign a copy of the school’s policy annually.
* We use Senso, a cloud-based platform for device monitoring and management in schools to monitor the use of our computers in school and at home.
* All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
* The children will be reminded consistently about rules of online safety. If a child breaks these rules, they may be be denied internet access in school for a period of time, after which the situation will be reviewed.
* Our Online Safety policy sets out the specific actions we take to ensure that children are kept safe as far as possible when they are online.

**Health and safety**

The school is aware of the health and safety issues involved in children’s use of ICT and computing. An electrical inspection is carried out in school. Portable electrical equipment in school is checked every twelve months. It is advised that staff should not bring their own electrical equipment in to school but, if this is necessary, the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people 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 computing technicians.

* 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

**Parental involvement**

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home using the website we make available at home, through access to the school website and using the Class Dojo app. They are made aware of different aspects of online safety and encouraged to promote this at home by talking with their children about their online activity. We offer support to parents if there are any concerns about their child’s online activities.

**Impact**

Children will understand how computers and technology shape the world in which they live and know their responsibilities towards making the Internet a safe place to be. They will be confident using a wide range of hardware and software and will understand and use digital and technological vocabulary accurately and confidently. They will develop their skills in producing a variety of digital content in line with our scheme of work and their own interests, so that they can be confident citizens in the digital world of their future.