



**CHRISTIAN MALFORD**  
Church of England Primary School

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Challenge Motivate Succeed

# **CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS**

## **Computing Policy**

**Approved by:** Local Board

**Adopted:** 14<sup>th</sup> March 2016

**Due for review:** March 2019

## Computing Policy

### 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 Christian Malford, Seagry and Somerfords' Walter Powell Schools 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 schools intend to make this provision.

### Aims

The Schools' aims are to:

- provide a broad, balanced, challenging and enjoyable curriculum for all pupils
- develop pupils' computational thinking skills that will benefit them throughout their lives
- meet the requirements of the National Curriculum programmes of study for Computing at Key Stage 1 and 2.
- respond to new developments in technology
- equip pupils with the confidence and skills to use digital tools and technologies throughout their lives
- enhance and enrich learning in other areas of the curriculum using IT and computing
- develop the understanding of how to use computers and digital tools safely and responsibly.

The National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### Rationale

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

- are essential life skills necessary to fully participate in the modern digital world.
- allow pupils to become creators of digital content rather than simply consumers of it
- provide access to a rich and varied source of information and content
- communicate and present information in new ways, which helps pupils understand, access and use it more readily
- can motivate and enthuse pupils
- offer opportunities for communication and collaboration through group working both inside and outside of school
- have the flexibility to meet the individual needs and abilities of each pupil.

## **Objectives**

### **Early Years (see also Early Years Policy)**

It is important in the Foundation Stage to give pupils 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. The Early Years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Pupils 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 pupils in developing communication skills. This is particularly beneficial for pupils who have English as an additional language.

### **By the end of Key Stage 1 pupils should have been 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 use simple programs
- use logical reasoning to predict and computing 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 have been 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 Schools acknowledge the need to continually maintain, update and develop their 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 schools. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. **Resources are shared across the three schools.**

At **Christian Malford School** a service level agreement with **Marc Computers** is currently in place to help support the subject leader to fulfill this role both in hardware & software. Computing network infrastructure and equipment has been sited so that:

- ***every classroom from Reception to Yr6 has a laptop computer connected to the school network and an interactive whiteboard with sound and DVD facilities***
- ***there are 12 laptops and charging trolley***
- ***each class has a mini tablet (two in Reception) for both teacher and pupil use***
- ***each class has a visualizer to support teaching and learning***
- ***Internet access is available in all classrooms***
- ***each class from Y1 – Y6 has an allocated slot one afternoon per week for teaching computing as a discrete subject***
- ***the laptops are available for use throughout the school day as part of normal lesson activity***
- ***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 once a week***
- ***a governor will be invited to take a particular interest in computing in the school.***

At **Seagry and Somerford's Walter Powell Schools** a service agreement with ..... Is currently in place to help support the subject leader to fulfil this role both in hardware and software. Computing network infrastructure and equipment has been sited so that:

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### **Planning**

The whole-school scheme of work for Year 1 to Year 6 pupils fully meets the objectives of the National Curriculum for Computing and allows for clear progression. Pupil progress towards these objectives will be recorded by teachers as part of the schools' recording systems.

A minority of pupils will have particular teaching and learning requirements which go beyond the provision for that age range and, if not addressed, could create barriers to learning. This could include G&T pupils, those with SEND or those who have EAL. Teachers take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers take into account that special arrangements could be made available to support individual pupils. This is in accordance with the schools' inclusion policy. These pupils are identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are provided.

### **Assessment and record keeping**

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. 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.

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. Pupils' work in computing is assessed by making informal judgments as pupils are observed during

lessons. Once the pupils complete a unit of work, a summary judgment of the work for each pupil is made as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

Results are recorded in assessment files and used to plan future work, provide the basis for progress and to communicate with the pupils' future class teacher(s). The pupils' work is saved on the school network. Other work may be printed and filed within the subject from which the task was set.

### **Monitoring and evaluation**

The subject leaders are responsible for monitoring the standard of the pupils' work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

Time is allocated for the vital task of reviewing samples of pupils' work and for visiting classes to observe teaching in the subject.

### **Pupils with special educational needs (see also SEND policy)**

The Schools believe that all pupils have the right to access IT and computing. In order to ensure that pupils with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils.

We teach IT and computing to all pupils, whatever their ability. Computing forms part of the National Curriculum to provide a broad and balanced education for all pupils. Through the teaching of computing opportunities are provided that enable all pupils to make progress. This is done by setting suitable challenges and responding to each pupil's individual needs. Where appropriate, IT can be used to support SEND pupils on a one-to-one basis where pupils receive additional support.

### **Equal opportunities (see also Equality and Diversity Policy)**

The Schools will ensure that all pupils are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, the schools hope to enable all pupils to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the Equality and Diversity Policy. Resources for SEN pupils and gifted & talented will be made available to support and challenge appropriately.

### **Staff training**

The computing subject leaders will assess and address staff training needs as part of the annual development plan process or in response 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 their subject leader.

Teachers will be encouraged to use IT and computing to produce plans, reports, communications and teaching resources.

### **Health and safety (see also Health and Safety Policy)**

The schools are aware of the health and safety issues involved in pupils' 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 a computer technician, bursar or head teacher who will arrange for repair or disposal.

In addition:

- pupils should be supervised if they are required to 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
- safety guidelines in relation to IWBs will be discussed with pupils
- E-safety guidelines will be set out in the E-safety policy & Responsible Use Policy.

## **Security**

The Schools 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 pupils must sign a copy of the schools AUP
- parents/carers will be made aware of the 'Responsible Use Policy' on entry and each subsequent year. Both Parents/carers and pupils will be required to sign to confirm they are in agreement with this policy
- all pupils and parents/carers 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
- the agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all classrooms.

## **Cross-curricular links**

Staff are 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.

## **Parental involvement**

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

## **Policy review**

The review cycle for this policy is every three years.

This policy was agreed by the Local Board, Executive Principal and staff at Christian Malford, Seagry and Somerfords' Walter Powell Primary Schools on 14<sup>th</sup> March 2016 and is due for review by March 2019.

Signed: ..... Chair of Local Board

This policy should be read in conjunction with the E-safety policy and DBAT's Social Media policy.