

Computing Policy

2024-2025



Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Last review date: November 2024

Computing Lead: Miss Ella Collins

Next review date: November 2026

Introduction

This Computing Policy sets out St. Peter'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 Official Social Networking Acceptable Use, Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Computing Lead Ella Collins in consultation with the Leadership Team. Guidance from consultants, pupils, parents and staff voices have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study. Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed every academic cycle by the end of Term 4.

Aims

St Peter's believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to 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.

Computing at St Peter's will:

- Provide an exciting, rich, relevant and challenging 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.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Equip 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)

- Use a whole-school approach towards online safety through the 'Education for a Connected World' framework.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

Online Safety

Online safety has a high profile at St Peter's for all stakeholders. We ensure this profile is maintained through the school-wide use of the 'Education for a Connected World' framework and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum that follows the 'Education for a Connected World' framework from Early Years to the end of Year 6 through the use of ProjectEVOLVE resources.
- Through our home/school links, social media 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: Toni Browne in her role as DSL or Ella Collins in her role as Computing Lead.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Acceptable Use Policies are signed and copies freely available.
- Training for staff delivered by the Computing Lead which is relevant to their needs and ultimately positively impacts on the pupils.
- Our safeguarding and social networking policy clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

Curriculum

At St Peter's, we have chosen the Kapow Computing Scheme of Work from Reception to Year 6. The scheme of work supports 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 that the scheme of work more than adequately meets the national vision for Computing. It is adaptable, authored by primary computing specialists, provides relevant cross-curricular opportunities integrates perfectly with the Kapow Computing Assessment Tool. Furthermore, it gives in-built CPD for teachers who will be supported in their teaching by the Computing Lead.

Early Years

We aim to provide our pupils with a broad, play-based, hands on experience of Computing in a range of contexts. This acts as a natural precursor to the Year 1 Computing units.

We believe:

- The skills needed for computing can be developed across almost every area of learning and as part of many different play-based activities.
- Early Years learning environments should include resources that will help children to develop and further explore the essential foundations of computing. These are then complemented with enhanced provision activities as detailed in Kapow Primary's EYFS Computing lessons.
- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role play.
- Recording devices (e.g. iPads and the SeeSaw app) can support children to develop their communication skills.

Key Stage 1 outcomes:

- 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.

Key Stage 2 outcomes:

- 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

Assessment

- Pupil attainment is assessed using the Computing Assessment spreadsheet for Years 1 to 6. The spreadsheet enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention. The spreadsheet for each class is updated by the class teacher and then sent and securely stored by the headteacher and Computing Leader.
- Teachers keep accurate records of pupil attainment by entering data using the Computing Assessment spreadsheet.
- Tracking of attainment by using the Computing spreadsheet is used to inform future planning.
- Children are encouraged to self, peer and group assess work in a positive way.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the Progression of Skills document, both teachers and pupils can evaluate progress. Evidence collected through the SeeSaw app is used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using evidence from the SeeSaw app, teachers enter judgements about the samples into the Computing Assessment spreadsheet.

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 Lead 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 are available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Lead.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Lead.
- Audits of school resources are conducted regularly by the headteacher and the Computing Lead, which informs bidding for budgets allocations.

Inclusion

At St Peter's, 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 Lead. All teachers are expected to keep an online portfolio using the SeeSaw app. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Computing Lead time.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Lead time.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Computing Lead in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets and 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 Toni Browne

- 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 budget bids and setting them.

- Creating in conjunction with the Computing Lead, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring school iPads are kept on school site at all times (unless embarking on a school trip or permission is granted first).
- Posts approved requests to the school's social media accounts.

Computing Lead Ella Collins

- 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 assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- 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 bids for the annual budgets and monitoring budget spend.
- Developing a booking system for resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed (both as a school and with the FESI Computing group).
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician James Smith

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

Healthy and Safety

St Peter's 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