

Spring Bank Primary School

Computing Policy 2024-25

Introduction

This policy sets out Spring Bank Primary 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 Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies.

The policy has been developed by the Computing Leader in consultation with the 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. 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.

At Spring Bank Primary School 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.

At Spring Bank, 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 Intent:

At Spring Bank Primary, we aim to:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- 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.
- 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.
- 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.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding: Online Safety

Online safety has a high profile at Spring Bank Primary 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.

Spring Bank Primary School

Computing Policy 2024-25

- A curriculum that is threaded throughout other curriculums 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.
- 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.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.

The Curriculum

As a school, we use Purple Mash to deliver our Computing Curriculum. This 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 meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links. Furthermore, it embeds metacognition, formative feedback and the balancing of cognitive load, which are evidenced as making a significant impact on raising attainment.

Early Years

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 can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage 1 Outcomes

- 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 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 2 Outcomes

- 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.

Spring Bank Primary School

Computing Policy 2024-25

- 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

Assessment

Assessing a child's level of knowledge and skills in Computing is a continuous process carried out throughout school. Children's work can be stored in their personal profile and used for assessment.

To assess children's attainment, we:

- Look at children's work
- Have discussions with children individually or in groups about their work.
- Observe children's skills in computing lessons.
- Record against learning objective/s over a lesson/series of lessons.

At the end of each unit of work the class teacher will then use all evidence gathered to make a judgement against the National Curriculum expectations for the appropriate year group. Pupil attainment is then recorded and shared with the Computing Lead. Evidence of a range of assessed work is kept in the class book.

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.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.

Inclusion

- At Spring Bank Primary 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

Monitoring

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep a portfolio/Class book to track children's work. This portfolio must contain work samples from all areas of the curriculum taught for the year group. Schedule.

Monitoring will generally be achieved through:

- Work scrutiny
- Learning walks
- Observations
- Pupil and teacher voice

Spring Bank Primary School

Computing Policy 2024-25

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 budget bids and setting them.
- Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing.
- 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 assessment systems 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 Governing Body/Head/Staff.
- 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.
- 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 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.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Health and Safety

Spring Bank Primary 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.