Dinting Church of England Voluntary Aided Primary School

Computing Policy

The school's vision statement is taken from Matthew 22 verse 39,

"Love Your Neighbour as yourself."

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community. Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility.

Statement of Intent

At Dinting Church of England (VA) Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT) as well as for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the Key Stage 1 (KS1) and Key Stage 2 (KS2) computing programmes of study, and to ensure that our pupils have the digital skills they need.

We aim to inspire pupils to continue to learn and apply the skills that they have learned with us when they go to secondary school, university and beyond in the workplace.

1. Legal Framework

This policy is in regard to and compliant with the following statutory guidance:

 DfE (2013) 'Computing programmes of study: Key Stages 1 and 2'

This policy links in with the following other school policies:

Social Media Policy

- i-Pad Acceptable Use Policy
- E-safety Policy
- LGBT Policy
- Anti-Bullying, Harassment, Homophobic and Racial Abuse policy

2. Roles and Responsibilities

Headteacher and Deputy Designated Safeguarding Lead (DDSL):
School Business Assistant
ICT Consultant
Computing Subject Lead

The Headteacher will:

1. Ensure that there is a Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT
2. Ensure that the Computing Policy, as written, is disseminated to the teaching staff and parents, for implementation.
3. Hold the computing subject leader to account for the effective implementation of the Computing Policy.
4. Intervene where it is apparent that the Computing Policy is not being implemented according to its provisions.

The School Business Assistant will:

1. Arrange a contract with an appropriate ICT Consultant.
2. Maintain a record of all equipment and software.
3. Arrange for the maintenance of approved internet, filtering, web security and email providers.
4. Order in consultation with the headteacher, ICT consultant and subject lead, procure equipment

The ICT Consultant will:

1. Manage/explore future possibilities for provision.
2. Maintain current equipment and resources.
3. Secure computing resources, and advise staff on the correct use of digital technologies.
4. Keep the Computing Subject lead informed of his/her work in school.

The Computing Subject Lead will:

1. Offer help and support to all members of staff in their planning, teaching and assessment of computing.
2. Keep the Headteacher and other stakeholders, such as parents, informed about our school's implementation of the primary computing curriculum.

3. Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
4. Attend appropriate in-service training.

Teachers will:
Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.

Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.

Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.

Maintain up-to-date records of both formative and summative assessments.

Tailor lesson delivery according to pupils' respective abilities.

3. Early Years Foundation Stage (EYFS)

Although computing is not a statutory part of the EYFS, we will ensure that children of Nursery and Reception age receive a broad, play-based experience of computing through the use of new technologies.

4. Key Stage 1

Pupils will be taught to:

- understand what algorithms are, and how they are implemented
- create and debug simple programs
- predict the behaviour of simple programs
- create, organise, store, manipulate and retrieve digital content
- recognise common uses of ICT beyond school
- use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online

5. Key Stage 2

Pupils will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems
- use sequence, selection, and repetition in programs

- work with variables and various forms of input and output
- explain how some simple algorithms work, and how they can detect and correct errors
- understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration
- use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content
- select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals
- use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns

6. Curriculum Delivery

Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.

The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered as timetabled lessons.

An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.

Web filters/anti-virus software are kept up-to-date in order to ensure that pupils don't access inappropriate materials.

Obsolete or broken machines are repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

7. Differentiation

a. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- grouping pupils by ability and setting different tasks for each ability group
- making reasonable adjustments to the way in which we deliver the computing curriculum
- providing extra learning opportunities through bespoke support groups e.g. one for those with SEND and another for academically more able pupils

b. Academically more able pupils may be asked to become 'digital leaders', mentoring and sharing their skills with others during computer lessons.

8. Inclusion

- all pupils should have equal access to the computing curriculum in order to develop their personal capabilities therefore, school ensures that computing activities are fully inclusive for all children regardless of gender, ethnicity, social class, disability or educational need
- planning for groups ensures that 'hands-on' experience is fair and equitable
- software is assessed to ensure that gender and ethnicity are reflected in a balanced way
- school will provide specialist equipment or software if required
- making computing, which encompasses not only computers but also tablets, laptops, cameras, video and digital cameras, scanners, projectors, whiteboards, control equipment and programmable devises available at all times in the school day particularly for those pupils who do not have access to any of these devises at home
- ensuring that there is a balance in the activities provided to encourage different learning styles and ways of working

9. Assessment

a. Pupils' knowledge and understanding of the primary computing curriculum will be assessed though both formative and summative means using criteria based on the National Curriculum.
b. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.
c. Summative assessment reviews pupils' progress and abilities, and will reported to parents in their child's annual report.
d. Samples of work will be kept for groups of children, stored in both classrooms and on the school network, within relevant class and pupil folders.

10. E-Safety

parents/carers are required to give signed consent/authorisation before their child/children are allowed to use the internet for any school based work

anti-virus software is installed on the school server to prevent inappropriate material coming into school, this is overseen by our provider Virtue

all computing equipment is installed with virus protection which is regularly monitored and updated

the technician checks all school on-line equipment for violations using *Impero*. Any violations are reported to the Headteacher immediately

all administrative and curriculum machines have *software* installed on them; this is a monitoring system which is checked regularly for violations in accordance with appropriate computer language and usage

any staff laptops which are taken off-site to work on at home, are encrypted

all laptops have security marking and serial numbers which are catalogued, these numbers are stored securely in a data base with restricted access

there is a netbook safe and 1 i-pad safes in school

all school data is stored securely on the school server which is backed-up each night

11. Monitoring and Evaluation

Monitoring the quality of computing teaching and learning the computer manager will

scrutinise plans to ensure full coverage of the computing curriculum requirements

analyse children's work

observe computing teaching and learning within the classroom

hold discussions with teachers termly

analyse assessment data

complete children's questionnaires and interviews

We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time. Taking this into account, we will review this policy on an annual basis.

We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.

Policy Reviewed October 2019