





Chapel Street
Community Primary School

Computing Policy

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

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Main amendments as part of this review / update	<ul style="list-style-type: none"> Updated with changes to whole school Curriculum.
Links to statutory guidance	<ul style="list-style-type: none"> Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five The National Curriculum in England – Key Stages 1 and 2
Links to non-statutory guidance	<ul style="list-style-type: none"> The Key – model policy advice https://www.oxford-grove.bolton.sch.uk/information/curriculum/ Model policy
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> N/A
Related policies	<ul style="list-style-type: none"> Teaching and Learning Policy Feedback and Marking Policy Assessment Policy SEND policy



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

Justification

At Chapel Street Community Primary School, we are committed to making a difference and achieving excellence for every child. Our aim is to facilitate an exciting, diverse and holistic computing curriculum which aims to provide the best outcomes for all children. In order to fulfil this mission statement, we will provide a high-quality Computing education that equips pupils to use computational thinking and creativity to understand and change the world as technology continually evolves and develops. We understand that children will enter the school with wide and varying experiences of Computing. We as a school acknowledge those experiences and look to develop both skills and knowledge through a programme of focussed learning opportunities.

Intent:

Our ambition is to provide a high quality Computing curriculum that:

- Equips pupils to use computational thinking and creativity as technology continually evolves
- Ensures pupils have the knowledge and skills to stay safe online
- Builds on our children’s starting points and prior knowledge of ‘technology’ to ensure that they know more, remember more and can apply more to reach their full potential

To build on this knowledge and understanding so that pupils are equipped to use information technology to create programs, systems and a range of content.

1. To ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.
2. To ensure that pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation, and can analyse problems in computational terms.
3. To enable pupils to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
4. To ensure that pupils become responsible, competent, confident and creative users of information and communication technology.

Implementation:

1. Pupils will be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
2. Pupils should be taught to create and debug simple programs in KS1 and design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

3. Pupils will be taught to use logical reasoning to predict the behaviour of simple programs and in KS2 they will be taught how to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
4. Pupils will learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.
5. Pupils will be taught how to recognise common uses of information technology beyond school 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.
6. Pupils will be taught how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
7. Pupils will learn how to 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.
8. Pupils will work in a positive, challenging learning environment where ideas are shared, and all contributions are valued and used as learning opportunities.
9. Pupils will understand how to keep themselves safe online and how to treat others with respect.
10. Pupils will have a deep understanding of the underpinning knowledge and behaviours to be a safe digital citizen.
11. Pupils will understand the range of harms and risks online, and understand how being online can affect their wellbeing.

Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils will know how to 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. Pupils will recognise acceptable and unacceptable behaviour, and identify a range of ways to report concerns about content and contact.

Planning / Curriculum Content

The long term Computing curriculum and Program of Study adopted by the school covers all areas of activity outlined in the Computing National Curriculum 2014. In each year group, progressive aspects of the curriculum are taught, revisiting strands in order to develop and reinforce knowledge, understanding and skills and develop positive attitudes towards Computing and technology. Planning ensure coverage of the required attainment areas specified in the National Curriculum 2014 and the school has a range of quality support materials to support the delivery of these objectives. Short term planning is structured to include the Learning objective, main teaching input, tasks and activities, resources, cross-curricular links, plenary and evaluation. Evaluations of children's learning within the lesson will be taken into account for future planning and assessment. Within EYFS, foundations for computing will be covered

through investigating how to control toys and program BeeBots, handwashing as part of de-bugging and writing instructions. We will also use ICT to gain knowledge for our topics, through developing questions and researching using the Interactive Whiteboards and i-pads.

At Chapel Street, we follow the full Kapow Computing scheme which has full National Curriculum coverage.

Online Safety and Technology in the classroom

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Online Safety Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction. In particular, staff will be made aware (through training and policy) that no online or automated filtering and monitoring system is 100% effective and therefore the responsibility for effective monitoring remains with the staff who are supervising pupils (as it would if they were offline).

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Use of devices in school

All laptops and iPads will come in a trolley – trolley A, B and C. Each device will be numbered 1-32 and every class will have a device number allocated to each child.

From Year 3, children will have their own unique login and password to access the school network and use of their own email address to support the National Curriculum objectives for sending and receiving emails.

Recording and Assessment

Assessment of children's work is through teacher assessment which is clearly stated in teachers' planning. Each unit has clearly stated end points, which the teacher assesses against during the unit of work. Children have the opportunity to revisit these assessment points throughout the year. A digital portfolio of their work will also be stored on their personal login.

Resources

All PC's and laptops are networked and provide quality access to the Internet.

All classrooms have at least one networked PC and Interactive board to promote Computing and aid delivery of all curriculum subjects.

There are 7 additional PCs in the library.

The school also has three banks of 30 iPads and three banks of 30 laptops. Each bank of laptops and iPads are available to book through the whole school diary situated online on our school Sharepoint.

In addition to resources already stated, relevant software is available on the network, backed by a centrally stored resource of cross-curricular material. An annual audit of software is undertaken.

Online resources available to support children in Computing and cross-curricular learning are:

- * Purple Mash
- * MyMaths
- * School blogs
- * Times Table Rockstars
- * Microsoft Teams and Microsoft Sway
- * IXL Grammar (KS2 only)
- * IXL Maths (KS2 only)
- * Learning by Questions (KS2 only)

Other items of hardware and equipment are available for use including green screen, programmable robots (BeeBots/BlueBots), control and monitoring devices, digital microscopes, scientific Log Boxes and sound recorders are available in the Computing cupboard.

Professional Development

All staff are encouraged to use computers, prepare resources and develop personal competence and confidence in the use of Computing. All staff are given regular training through staff meetings in the use of Computing and software to help them develop their skill and confidence. Training videos are held online so that teachers can use them to

refresh or develop computing skills and knowledge. The Computing subject leader is available to provide individual guidance and support as required.

SEN and Equal Opportunity

Chapel Street Community Primary School aims to provide all children with a differentiated curriculum that meets their particular needs. Computer equipment can be a valuable tool for aiding pupils with difficulties in learning, or who need additional motivation to practice basic skills. Specific software is made available to children across the curriculum to encourage the development of these basic skills in reading, writing and numeracy. Pupils of high ability may also be extended through the use of programs which offer challenge and opportunities for investigation. Children with visual and hearing impairments also can use technology to support and enhance their learning in the classrooms.

Children with English as an Additional Language including International New Arrivals

We will aim to ensure that children who have English as an additional language or who are international new arrivals will be given extra support when carrying out Computing tasks as necessary to enable them to gain the understanding and knowledge set out in the Programmes of Study

Health and Safety

Eyestrain and other problems can be caused by prolonged use of computers and tablets. Therefore, whenever possible, a time limit will be set for the use of computers or tablets within any session: - 50 minutes in KS1 and 60 minutes in KS2.

All computers and peripheral devices will be set securely on computer trolleys or tables with leads and wiring placed towards walls, cupboards or display screens so that they are not exposed or trailing.

Electrical equipment will be switched on or off at the mains by staff.

In the event that a computer needs to be moved, staff will move trolleys as required. Children will be taught about the safe working, logging on and loading of programs.

Where children are handling laptops and tablets, they will be taught to hold the equipment with two hands at all times and to only handle the equipment when absolutely necessary.