Dore Primary School

Computing Policy

Version	4
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Contents:

Statement of intent

At Dore Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and 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 they learn at secondary school, university, and beyond in the workplace. We also aim to provide teachers and children with the tools they need to achieve excellence through technology.

As a Rights Respecting School, the best interests of the child are a top priority (article 3) and we ensure children know about their rights when thinking about relationships. These include the right to an education (article 28), protection from harm (article 19) and privacy (article 16).

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

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

- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

1.2. This policy links in with the following other school policies:

- Maths Policy
- Homework Policy
- Acceptable Use Policies
- Social Media Policy
- Online Safety Policy

2. Roles and responsibilities

2.1. The headteacher will:

- Ensure that there is a Primary 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.
- Ensure that the Primary Computing Policy, as written, is disseminated to the computing coordinator, teaching staff and parents, for implementation.
- Hold the computing coordinator to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

2.2. The computing coordinator will:

- Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the headteacher and other stakeholders, such as parents, informed about our school's implementation of the primary computing curriculum.
- 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.
- Attend appropriate in-service training.

2.3. 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 assessment.
- Tailor lesson delivery according to pupils' respective abilities.
- Encourage use at home of computers and technology whilst being sensitive to the fact not everyone will have access to such technology at home.

2.4. The technician will:

- Visit the school twice a week to support with in-house IT.
- Adjust access rights and security privileges in the interest of the school's data, information, network and computers.
- Disable user accounts of staff that do not follow the policy and Acceptable Use Agreement, at the request of the headteacher.
- Assisting staff with authorised use of the ICT facilities, if required.
- Assisting the headteacher in all matters requiring reconfiguration of security and access rights, and in all matters relating to the Computing Policy.
- Monitor the computer logs on the school's network and report inappropriate use to the headteacher.
- Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the headteacher, authorisation from the user is not required.

3. Early years foundation stage (EYFS)

- Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies, with discrete teaching of skills as required. This can also be supplemented by the Sheffield Scheme of Work EYFS document which suggests optional extras to the Early Years curriculum. These activities can be used to help support the transition to KS1 Computing content.

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 Computing 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 delivered through a combination of cross-curricular subject links with the use of discrete sessions to teach key skills.

- The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming and digital literacy, will be delivered through the Sheffield scheme of work. The Scheme of Work provides the coverage for each year group and suggested activities. Teachers can decide to change how they deliver their units of work should they wish to. Online Safety is also a factor and should be taught as opportunities arise. The school acknowledges that the main source of online safety learning should be through Personal, Social, Health and Economic Education (PSHE) as recommended by the Sheffield E Learning and Online Safety teams.

- We have acquired desktop computers, laptops, iPads, Lego Robotics kits (WeDo 2.0 and Ev3s) as well as beebots and webcams to support the delivery of the primary computing curriculum. A subscription to Purple Mash has also been purchased to help develop cross-curricular learning. In particular access should be give to each child at least once annually to Lego Robotics to support the application of STEM knowledge and skills.

- 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 are kept up-to-date in order to ensure that pupils don't access inappropriate materials. This is done via our Smoothwall system but staff and pupils have the ability to report inappropriate content.

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

- A service level agreement (SLA) with XMA is in place to support the computing coordinator to fulfil this role.

- An SLA with Virgin Media is in place, and all computing-related devices and related applications have access to the internet. This SLA will be reviewed annually to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money.

7. Differentiation

- 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, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil's first language where they use English as an additional language.
- Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.
- Extra-curricular activities are available through after school clubs.

8. Assessment

- Pupils' knowledge and understanding of the primary computing curriculum will be assessed against the Chris Quigley Milestones for KS1 and 2 and via the Early Years Profile for FS2. There is an additional document pairing Chris Quigley Milestones with the assessment tool that forms part of the Sheffield Scheme of Work.

- 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.

- Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means, including but not limited to:

- Portfolios with samples of work from across the class.
- KS1 and KS2 national curriculum tests.

- Samples of work will be kept for groups of children, stored either in paper form, on the school network or stored on Purple Mash or Scratch.

9. Staff training

- The computing coordinator will be responsible for the identification and delivery of staff training requirements.

- Staff training requirements will be met by:

- Auditing staff skills and confidence in the use of computers and ICT on an annual basis.
- Arranging top-up training for individual staff members as required.

- The computing coordinator will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

10. Monitoring and evaluation

- We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.

- We will review this policy on an annual basis in line with our school's policy review schedule.

- Web filter service will be reviewed on an ongoing basis. The Smoothwall system allows the online safety lead and Designated Safeguarding Lead to receive immediate notifications if "dangerous" breaches are attempted. Children and staff are encouraged to report any inappropriate content or behaviour.

11. Online learning and internet safety

- Dore Primary School will offer a safe online environment through filtered internet access. We recognise the importance of teaching pupils about online safety and their responsibilities when using communication technology.
- We will ensure that the use of filtering and monitoring does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught.
- Dore Primary School ensures the filtering systems in place will prevent children accessing terrorist and extremist material, in accordance with the school's Online Safety Policy and the Prevent duty.
- During each school year pupils will be taught about the potential dangers on the internet and about internet safety.
- Pupils caught misusing or attempting to misuse technology and the internet will be reported to the headteacher.
- The Smoothwall system will update filtering regularly with additional checks as required.
- Internet safety and cyber bullying talks and lessons will be delivered as part of the school's personal, social and health education programme.

12. Use of Generative AI

- The use of Generative AI is a rapidly growing area and Dore Primary School will share latest guidance with its community as appropriate.