


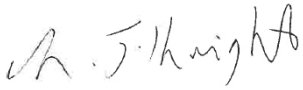
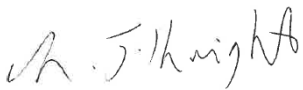

St Paul's CE (VC) First School Coven



Computing Policy
Updated March 2024



St Paul's First School, Coven
Computing Policy

Comments:	Written in September 2020 by J. Evans Review at least annually
Signed:	 A. Hyett, Chair of Governors, 12/10/2020
Reviewed:	 27 th September 2021
Reviewed:	 21 st March 2023
Reviewed:	 J. Sawyer, Chair of Governors, 20/03/2024

"...it's fair to say that personal computers have become the most empowering tool we've ever created. They're tools of communication, they're tools of creativity, and they can be shaped by their user."

Bill Gates

Our School Aims.

St Paul's First School we embrace current and emerging technologies to facilitate the learning experience of the whole school community.

We aim for our children to be confident, competent and discerning users of digital technology which will prepare them for participation in a rapidly changing world; including programming, creating media and utilising online programs and softwares.

Through well trained, skilled and motivated staff, as well as parental and external support, we encourage children to develop initiative, independent learning skills and celebrate success.

Our children have opportunities to gain rapid access to ideas and experiences from a wide range of people, communities and cultures.

All stakeholders model how to use technology safely, respectfully and responsibly.

Rationale

The academy believes that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world.
- allows children to become creators of digital content rather than simply consumers of it.

- provides access to a rich and varied source of information and content.
- communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- can motivate and enthuse pupils.
- offers opportunities for communication and collaboration through group working both inside and outside of school.
- has the flexibility to meet the individual needs and abilities of each pupil.

Curriculum Objectives.

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

By the end of key stage 1 pupils should be taught to:

- 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
- use logical reasoning to predict and computing the behaviour of 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.

By the end of key stage 2 pupils should be taught to:

- 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
- 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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Relationships and Sex Education RSE links :

According to the RSE 2020 guidance, by the end of Primary School age Pupils should know;

- that people sometimes behave differently online, including by pretending to be someone they are not.

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
 - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
 - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school.

Teachers are required to inform the computing subject leader or technician of any faults as soon as they are noticed.

Resources if not classroom based are located in or near the computing suite or Office.

A service level agreement with Concero is currently in place to help support the subject leader to fulfill this role both in hardware & software. Computing network infrastructure and equipment has been sited so that:

- Every classroom from nursery to Y4 has a computer connected to the school network and an Interactive Whiteboard Promethean boards with sound and DVD facilities.
- There is a Computing suite with 10 desktop computers and two banks of ipads (30).
- There are 2 iPad Sync & Charge cabinet in school containing 15 USB ports
- Internet access is available in all classrooms.
- Each class from Y1 - Y4 has an one allocated slot per week for teaching computing as a discrete subject.
- The Computers and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use.
- Pupils may use IT and computers independently, in pairs, alongside a TA or in a group with a teacher.
- The school has a computing technician who is in school on a 2 weekly basis.
- A governor will be invited to take a particular interest in computing in the school.

Planning and Assessment.

The school will be using Kapow Primary for Topic based computing lessons and E-safety lessons for years N to KS2. At the beginning of each school year, the computing coordinator will gap check the topics chosen by year 1 -4 for adequate computing coverage and provide a Long Term Plan issuing half termly units. If there are objective gaps, activities are recommended by the subject leader. Teachers will consider individual needs of pupils when planning lesson sequences and will accommodate to those with varying levels of understanding.

The role of the Subject Leader

There is a computing subject leader who is responsible for the implementation of computing policy across the school. Their role is to:

- offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- provide colleagues opportunities to observe good practice in the teaching of computing.
- monitor the children's progression in computing, looking at examples of work of different abilities.
- keep up-to-date with new technological developments and communicate information and developments with colleagues
- have enthusiasm for computing and encourage staff to share this enthusiasm.
- keep parents and governors informed on the implementation of computing in the school.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, staff feedback, planning scrutiny, pupil discussion and evaluating pupil work.

Digital Photo and Videos.

The school management and computing co-ordinators are responsible for ensuring the acceptable, safe use and storage of all camera technology and images within the school. This is outlined in the E-safety policy adopted from SUAT.

Acceptable Use Policy

(See policy in appendix of E-safety policy).

Acceptable use policies are signed by staff and kept with the office records. Pupils have their copy sent home and a parent on their behalf signs it. In all class rooms, the google internet legends mantra is displayed as a reminder for acceptable use.

E-Safety Policy

(See Policy on website from SUAT).