

Computing Policy

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**Low Road and Windmill
Music Federation**

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Statement of intent

Low Road and Windmill Music Federation understands that ICT and computing are an integral part of the national curriculum and that ICT skills are important beyond the classroom.

Computers are a valuable resource in school, benefitting the way pupils learn and helping teachers maximise their role as educators. In light of this, our schools are committed to ensuring that both staff and pupils have access to the necessary facilities to allow them to enhance their learning experience. We believe that it is important for pupils and employees to be confident and competent users of computers, and other technological resources, to aid development across the curriculum.

Intent

We aim to prepare our children for a rapidly changing world through the use of technology at Low Road and Windmill Music Federation. Our high-quality computing curriculum is designed to enable pupils to use computational thinking and creativity to further understand our world.

Our curriculum design has deep links with mathematics, science, and design and technology. At the core of our computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, we intend for our children to use information technology to create programs, systems and a range of content. We aim 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.

We will continue to value and embrace our role within the local community

Implementation

Our Computing curriculum amalgamates the best components of our work with Junior Jam and staffs' knowledge and understanding. It is comprised of three aspects: Digital Literacy, Computer Science and Respectful use of Technology.

Computing skills are taught both discretely and through other curriculum areas, supporting other areas of learning across the school. In Reception and Key Stage 1, children are taught to use equipment and software confidently and purposefully, to communicate and handle information and to support their problem solving, recording and expressive skills. In Key Stage 2, our children extend their use of computing that they use for communication, investigation and programming and work to understand how to communicate safely. Our planned curriculum for digital literacy, that includes online safety, is broad in covering a range of issues including understanding current issues such as 'fake news' and 'body image'. We aim to deliver online safety session every half term through discrete sessions and linked areas such as PSHE.

Impact

Computing has a high profile at our school. Our children are confident using a wide range of hardware and software, and are diligent learners who value online safety and respect when communicating with one another.

Any report online misuse is dealt with quickly and efficiently. We report all misuse to stakeholders including the Governing body and Parents.

If you were to walk into Computing lessons at Low Road and Windmill Music Federation, you would see:

- Proficient users of technology who are able to work both independently and collaboratively.
- Computing hardware and software being utilised to enhance the learning outcomes of our children, across the curriculum.
- Clear progression in technical skills.
- A learning buzz as children engage in programming, instruct floor robots, prepare online safety presentations and design body confidence video campaigns.
- Confident and supportive adults who are able to assist children and specialist staff in delivering high quality Computing sessions.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - DfE (2020) 'Keeping children safe in education'
 - Data Protection Act 2018
 - General Data Protection Regulation (GDPR)
 - Equality Act 2010
 - DfE (2013) 'Computing programmes of study: key stages 1 and 2'
- 1.2. This policy operates in conjunction with the following school policies:
 - E-safety Policy
 - Data and E-security Breach Prevention and Management Plan
 - Data Protection Policy
 - Safeguarding Policy
 - ICT Acceptable Use Agreement
 - Equal Opportunities Policy
 - Mobil Technology Use Policy

2. Roles and responsibilities

- 2.1. The governing board will be responsible for:
 - Monitoring the implementation of this policy and its effectiveness.
 - Monitoring the effectiveness of the ICT curriculum.
 - Monitoring the progress and attainment of pupils in ICT.
 - Holding the Executive headteacher and ICT subject leader to account for pupils' ICT attainment and progress and the delivery of the ICT curriculum.
- 2.2. Overall responsibility for monitoring the teaching of ICT throughout the school will lie with the headteacher and ICT subject leader.
- 2.3. The SLT will make decisions on:
 - How ICT should support, enrich and extend the curriculum.
 - The provision and allocation of resources.
 - The ways in which the need for developments in the school's ICT system can be assessed and records can be kept for these developments.
 - How ICT can benefit the aims and objectives of the whole school.

- 2.4. The ICT subject leader and headteacher will be responsible for overseeing the implementation and reviewing of this policy.
- 2.5. The ICT subject leader will be responsible for:
- Monitoring the progression of teaching and learning in ICT.
 - The implementation of this policy across the school.
 - Maintaining resources and advising staff on the use of materials.
 - Assisting the SLT in deciding how resources are allocated.
 - Supporting teaching staff to deliver the ICT curriculum.
 - Keeping abreast of technological developments and using these to inform practice.
 - Leading staff training on new ICT initiatives.
 - Monitoring the quality of teaching and learning in ICT.
- 2.6. Teachers/Junior Jam will be responsible for:
- Planning and delivering lessons in line with this policy.
 - Providing equality of opportunity to all pupils through their teaching approaches and methods.
 - Keeping up-to-date assessment records.
 - Ensuring pupils' development of skills and knowledge progresses through their learning and understanding of ICT.
 - Setting pupils appropriate targets based on their needs and prior attainment.
 - Maintaining an enthusiastic approach to ICT.
 - Taking part in ICT training and other CPD opportunities.
- 2.7. The ICT Support technicians will be responsible for:
- Maintaining and keeping ICT equipment in good working order.
 - Dealing with any reports of broken, damaged or faulty equipment.
 - Ensuring the school's Data and E-security Breach Prevention and Management Plan is adhered to.
 - Carrying out checks on all equipment once per term.
 - Adjusting access rights and security privileges in the interest of the school's data, information, network and computers.
 - Monitoring the computer logs on the school's network and reporting inappropriate use to the Executive Headteacher.

- Disabling the user accounts of staff and pupils who do not follow school policies, at the request of the Executive Headteacher.
 - Assisting staff with authorised use of ICT facilities, if required.
 - Assisting the Executive Headteacher in all matters requiring reconfiguration of security and access rights, and all matters relating to this policy.
 - Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the Executive Headteacher, authorisation from the user is not required.
- 2.8. Pupils will be responsible for:
- Using the school’s ICT facilities appropriately.
 - Being aware of the school’s rules around the use of ICT equipment during lessons.
 - Understanding how the use of ICT improves learning.
- 2.9. Parents will be responsible for encouraging ICT skills and safe ICT use at home.

3. Overall curriculum aims

- 3.1. The school aims to assist pupils in achieving attainment targets set out in the national curriculum. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in this policy.
- 3.2. The school will meet the general aims set out by the DfE for computing programmes of study, which means pupils:
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
 - Can analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems.
 - Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
 - Are responsible, competent, confident and creative users of information and communication technology.

4. The curriculum

- 4.1. In KS1, 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.

- Create and debug simple problems.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond schools.
- 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.

4.2. In KS2, pupils will be taught to:

- Design, write and debug 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.
- Use logical reasoning to explain how some simple algorithms work 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.
- Use search technologies effectively, appreciate how results are selected and ranged, and be discerning in evaluating digital content.
- 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 present data and information.
- Use technology safely, respectfully and responsibly.
- Recognise acceptable and unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.

5. Homework

- 5.1. Every half term, each year group will be informed of what is expected of them with regards to homework via Google Classrooms.
- 5.2. Google Classroom will host a learning grid informing them about the main topics and units of work that will be covered.

- 5.3. ICT homework will be logged in pupils' Google Classroom Drives and hard copies stored in a homework folder when necessary.
- 5.4. Pupils will receive ICT homework on a termly basis, however the use of technology to complete all other homework is paramount.
- 5.5. Parents will be encouraged to discuss the homework that is set with their child. If they have any queries or other comments about the homework, parents should make a telephone appointment to see their child's class teacher.
- 5.6. The amount of homework will increase as pupils progress through the school.
- 5.7. Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial.

6. Assessment

- 6.1. Teachers will record pupils' ability and progression through two types of assessment – formative and summative.
- 6.2. Formative assessments will be carried out during lessons, based on individual objects and outcomes – these assessments will be conducted informally by the class teacher/adult supporting the lesson.
- 6.3. Summative assessments will be completed at the end of every term. Pupils' capabilities will be reviewed using Junior Jam's open-ended tasks, providing them with an opportunity to demonstrate their capabilities in relation to the unit of work.
- 6.4. Pupils' progress will be tracked, and individual targets will be set; pupils will be regularly assessed against these targets.
- 6.5. Where a pupil is not meeting the expected standard, a supportive intervention will be put in place – this could include the provision of a TA.
- 6.6. ICT skills and competencies will be reliably and consistently assessed and recorded as part of ICT lessons, as well as across the curriculum in other subjects.

7. Teaching

- 7.1. The teaching of ICT will be delivered predominantly through the high-quality teachers from Junior Jam.
- 7.2. The teaching and tasks provided will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their ICT knowledge and skills.
- 7.3. The skills needed for pupils to access the wider curriculum using ICT will be mapped and developed to ensure that pupils can use ICT applications progressively through the curriculum.

- 7.4. Teachers will use ICT to allow pupils to investigate, solve problems, refine their work, learn from their mistakes and reflect critically.
- 7.5. There will be a good balance across the whole school between the high-quality use of ICT to support and enhance teaching and learning, and the individual pupil's productive use of ICT for their own learning.
- 7.6. When administering homework tasks, teachers will be sensitive to the fact pupils may not have access to a technology at home. Chromebooks can be provided to families for school use.
- 7.7. ICT will be used to support and extend learning beyond the school, through activities integrated with pupils' school-based learning.

8. Equal opportunities

- 8.1. All pupils will be provided with equal learning opportunities regardless of their background or characteristics, in line with the school's Equal Opportunities Policy.
- 8.2. To ensure pupils with SEND can achieve to the best of their ability, targets for pupils with SEND will be adapted and the delivery of the curriculum will be differentiated for these pupils.
- 8.3. The curriculum and targets will also be adapted for other pupils based on their needs, e.g. pupils with EAL.
- 8.4. Where possible, ICT is used in a specialist way to support pupils with SEND. The school will look to utilise software systems that can be modified to aid language, spelling or reading development.
- 8.5. The school will aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential.

9. Online learning and e-safety

- 9.1. The school recognises the importance of teaching pupils about online safety, the potential dangers of the internet and their responsibilities when using communication technology – as set out in the school's E-safety Policy.
- 9.2. As part of the school's commitment to the principles outlined in 'Keeping children safe in education' (2020), the school will:
 - Offer a safe online environment through filtered internet access.
 - Ensure the filtering systems in place will prevent pupils from accessing terrorist and extremist materials, in accordance with the school's E-safety Policy and the Prevent duty.

- Take care to ensure the use of filtering and monitoring does not cause “over blocking”, which may lead to unreasonable restrictions on what pupils can be taught.
 - Run assemblies on a termly basis about the potential dangers of the internet and how to stay safe online.
 - Teach pupils about internet safety and cyberbullying during PSHE lessons.
- 9.3. Pupils and staff who use the school’s ICT facilities inappropriately will be reported to the Executive Headteacher.
- 9.4. The ICT technician will keep internet filters and other safeguarding controls up-to-date, to avoid misuse and protect pupils.

10. Health and safety

- 10.1. All electrical wires and sockets, where possible, are kept out of the way of pupils.
- 10.2. Visual electrical inspections will be undertaken by the ICT technician on a weekly basis – any other problems will be reported immediately to the health and safety officer and ICT technician.
- 10.3. Pupils will be given a five-minute break if they are using the computer for more than one hour at a time.

11. Authorised use of facilities

- 11.1. The school will seek to promote responsible, appropriate and safe use of ICT equipment and all members of the school community will be expected to adhere to the acceptable use agreements, E-safety Policy and Data Breach Prevention and Management Plan.
- 11.2. ICT facilities will only be used to complete school-related work, unless they are being used for another clearly specified use. This includes, but is not limited to:
- Preparing work for lessons, meetings, activities, reviews, etc.
 - Researching for any school-related tasks.
 - Undertaking school-encouraged tuition, CPD or other training for educational benefit.
 - Collating or processing information for school business.
- 11.3. The use of personal email accounts will only be permitted if they have anti-virus protection approved by the ICT technician.
- 11.4. The communication facilities provided by the school will only be used when required for school-related duties. Authorised use of the communication facilities includes, but is not limited to:

- Preparing work for lessons, meetings, activities, reviews, etc.
- Researching for any school-related tasks.
- Any school-encouraged tuition or educational use.

12.Unauthorised use of facilities

12.1. All members of the school community are not permitted, under any circumstances, to:

- Use the ICT facilities for personal use without the authorisation of the Executive Headteacher. This authorisation must be requested on each occasion of personal use.
- Use the ICT facilities for commercial or financial gain without authorisation from the Executive Headteacher.
- Use the ICT facilities at any time to access, download, send, receive, view or display any of the following:
 - Illegal material
 - Any message that could constitute bullying, harassment or any negative comment about other persons or the school
 - Remarks relating to a person's sexual orientation, gender assignment, religion, race, disability or age
 - Online gambling
 - Remarks which may adversely affect the reputation of any organisation or person, whether or not they are known to be true or false
 - Any sexually explicit content
- Use, or attempt to use, the school's ICT facilities to undertake any form of piracy, including the infringement of software licenses or other copyright provisions, whether knowingly or not.
- Use any inappropriate forums, chat services, bulletin boards or pay-to-view sites on the internet.
- Download, or attempt to download, any software intended for personal use.
- Use the internet for any auctioning activity or to purchase items, unless given the authority to do so by the Executive Headteacher or authorised through another school policy.
- Copy, download or distribute any material from the internet or email accounts that may be illegal – this includes computer software, music, text and video clips.
- Obtain and post on the internet, or send via email, any confidential information about other employees, the school, members of the school community or suppliers.

- Use or attempt to use someone else's user account.
 - Physically damage the school's ICT facilities.
- 12.2. If pupils or staff are subject to, or know about, any harassment or bullying occurring using the school facilities, they will be encouraged to report this immediately to the Executive Headteacher.

13. Implementation of this policy

- 13.1. The provision of the ICT curriculum will be monitored and assessed by the ICT subject leader and Executive Headteacher.
- 13.2. The suitability of all ICT equipment and programs will be assessed and updated, if necessary, by the ICT technician to ensure they are sufficient for effective learning.
- 13.3. Staff will be provided with high-quality training regarding both curriculum delivery and the safeguarding issues around e-safety.
- 13.4. Any breach of this policy will be reported to the Executive Headteacher.
- 13.5. Use of the school's internet connection and network use will be recorded and monitored by the ICT technician.
- 13.6. The ICT technician has the ability to remotely view or interact with any computers on the school's network. The ICT technician will use this to help implement this policy and to identify and solve any problems.
- 13.7. User accounts are accessible by the Executive Headteacher and ICT technician.
- 13.8. Users are required to be familiar with the requirements of the Data Protection Act 2018 and the GDPR, and to ensure that they operate in accordance with the requirements outlined in this legislation. Pupils and employees will be required to comply to the following rules:
- Do not disclose any material about a person without their permission.
 - Do not disclose materials that include information about a person's racial or ethnic origin, sex life, sexual orientation, genetics, biometrics, political beliefs, physical or mental health, trade union membership, religious beliefs, financial matters and criminal offences.
 - Do not send any personal data outside of the UK.

14. Monitoring and review

- 14.1. This policy will be reviewed annually by the ICT subject leader and Executive Headteacher.
- 14.2. Any changes made to this policy will be communicated to all members of staff.

- 14.3. All members of staff directly involved with the teaching of ICT are required to familiarise themselves with this policy.
- 14.4. The next scheduled review date for this policy is June 2021.