



# Harby Church of England Primary School

## Computing Policy

### EQUAL OPPORTUNITIES

#### INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

### INTENT

Computing at Harby C of E prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use different tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources.

**At Harby C of E, our pupils will become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to use the appropriate resources effectively and safely as powerful tools for life-long learning.**

Our key 6 aims are to:

- Children become **autonomous, independent users** of computing, gaining confidence and enjoyment from their activities
- Develop a **whole school approach** to computing ensuring continuity and progression in all strands of the computing National Curriculum
- Use computing as a tool to **support** teaching, learning and management across all areas of the curriculum
- Provide children with **opportunities to develop** their computing capabilities in all areas specified by the Curriculum.
- Ensure that ICT is used, when appropriate, to **improve access to learning** for pupils with a diverse range of individual needs, including those with SEN and disabilities
- Maximise the use of computing in **developing and maintaining links** between other schools, the local community including parents and other agencies.



## IMPLEMENTATION

### **British Values within Computing**

Children at Harby C of E Primary School demonstrate the following values whilst learning about Computing by considering:

#### Democracy

- Listening to everyone's ideas in order to form a majority.
- Working as part of a team and collaborating to use computing devices effectively.

#### Rule of Law

- Developing knowledge of lawful computing behaviours.
- Demonstrating respect for computing laws.

#### Individual Liberty

- Taking responsibility for our own computing behaviours.
- Challenging stereotypes and bias.
- Exercising rights and personal freedoms safely through knowledge of E-safety.

#### Respect and Tolerance

- Showing respect for other cultures when undertaking research using computing devices.
- Providing opportunities for pupils of all backgrounds to achieve in computing.

## CURRICULUM DEVELOPMENT & ORGANISATION

### **The national curriculum for computing aims to ensure that all 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 in order 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.

***The Purple Mash Computing Scheme of Work is to be used for all year groups from Reception to Y6 as it provides staff and children with a well-structured and well-resourced programme of study to follow. It will be used to form the medium term plan and short term plans outlining learning objectives, activities, vocabulary and assessment opportunities. The subject leader will ensure that the planning is progressive in developing pupil capability and areas of study are outlined on our long term planning.***

Each class is allocated a time to use the laptops which is timetabled. Each class can also book additional time on laptops in order to enable the use of computing in other subject areas.



## TEACHING AND LEARNING

Planning will be differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working.
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support.
- Different outcomes expected

The computing coordinator will review planning to ensure a range of teaching styles are employed to cater for all needs and promote the successful development of computing.

## EQUAL OPPORTUNITIES – CHILDREN WITH SEND

All children in Harby C of E, should have the opportunity to develop computing and ICT capability. We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
- Providing suitable challenges for talented children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

## INCLUSION

We recognise computing offers particular opportunities for pupils with special educational needs and gifted and / or talented children and / or children with English as an additional language for example. Computing can cater for the variety of learning styles which a class of children may possess.

Using computing can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs



- We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

## IMPACT

Computing is assessed both formatively and summatively. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

Their progress and attainment each term is categorised in the following way, using our school assessment system:

- [E] Meeting expectations
- [A] Above expectations
- [B] Below expectations

Activities are planned in throughout the unit of work to enable summative assessments to take place where children's ICT capability is assessed. This work is to be stored in physical form or electronic form by the class teacher. Electronic evidence will be stored in each class's folder on the schools shared area.

## COMPUTING COORDINATOR

There is a designated computing co-ordinator to oversee the planning and delivery of computing within the school.

The coordinator(s) will be responsible for:

- raising standards in computing as a national curriculum subject.
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators providing or organising training to keep staff skills and knowledge up to date.
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the computing curriculum and reporting to the Headteacher on the current status of the subject.

**There is a clear distinction between *teaching and learning in computing* and *teaching and learning with computing*.**

Other subject coordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their computing study and are applying those skills within the context of another curriculum subject. Subject coordinators work in partnership with the computing coordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.



## CLASSROOM TEACHER

Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in computing.

## MONITORING

Monitoring computing will enable the coordinators to gain a good overview of the teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of computing teaching and learning the coordinator will:

- Scrutinise plans to ensure full coverage of the computing curriculum requirements
- Analyse children's work in books / saved in files on the server or evidenced on SeeSaw.
- Observe computing teaching and learning in the classroom
- Hold discussions with pupils and teachers

## HEALTH AND E-SAFETY

We will operate all ICT equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers.

Specific rules for the use of Internet and E-mail are covered in E safety units with each class.

The school has an alarm system installed throughout.

The files and network system are backed up regularly. The virus checker is updated regularly.

The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

## APPROPRIATE LEGISLATION INCLUDING COPYRIGHT AND DATA PROTECTION

All software loaded on school computer systems must have been agreed with the designated person (DPO) for our school. All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers.



## EFFECTIVE AND EFFICIENT DEPLOYMENT OF ICT RESOURCES

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and whole class teaching of computing the school has purchased 15 laptops which all classes in reception, key stages 1 & 2 use for approximately 1 hour per week to develop their computing skills and bookable by teachers for use in other curriculum areas. If laptops have been used in a morning session they must be returned to the charging and storage trolley at the end of the morning session in order to charge fully before the afternoon sessions. This is the **teacher's responsibility** to ensure that this is done before lunchtime and at the end of the day. There are also 15 ipads for 'class' use which are stored in the laptop trolley.

Children also have access to class computers and and each class has a class Ipad. Classrooms also have interactive whiteboards.

A consistent interface is provided on all machines to enable familiarity and continuity with generic 'toolkit' software licensed and available on all curriculum computers in school.

A curriculum network enables internet access on all machines as well as storage and access to shared files.

Other equipment for use by classes/children for delivery of the computing scheme of work, or enhancement of the curriculum must be kept centrally in the hub. Items will be listed in an inventory which needs to be kept up to date. A list of items will be kept in the computing files in the staff area on 'Teams' so staff can see which equipment is available to use.

Any breakages, or old equipment which is removed from school must be reported to the computing lead and removed from the inventory and then disposed of carefully and appropriately.

## IMPLEMENTATION AND REVIEW DATE

This policy was approved and adopted for use on: 3/11/21