Kirkby and Great Broughton CE VA Primary School

Our Vision

You will shine among them like stars lighting up the sky." (Philippians 2:15-16)

Our Christian vision is for every member of our school community to shine:
Shine within themselves
Shine for our community
Shine out to the world
Together, we light the way for others.

Computing Policy
2023 - 2025

Date of Policy:	Approved by:	Next review date**:**
January 2023	**Full Governing Body & Staff**	**Spring 2025**

Introduction
This policy sets out Kirkby and Great Broughton CE VA Primary School's aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning & Assessment, SEND policies.
The policy has been developed by the Computing Leader (Hannah Atkinson) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study. Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

INTENT: Rational / Aims & Objectives

- Our curriculum ensures that the children have covered the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of computing and how it links to children's lives. It offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. They develop analytical problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology. We want children to know more, remember more and understand more in computing so that they leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.
- Our curriculum intends to develop pupil's learning and this will result in the acquisition of knowledge of the world around them that ensures all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation which can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Our curriculum intends to prepare pupils to live safely in an increasingly digital British society where pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

IMPLEMENTATION: Teaching & Learning

- A clear and effective, bespoke cross curricular scheme of work that provides coverage in line with the National Curriculum. Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science
- Access to resources which aid in the acquisition of skills and knowledge.
- Children will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications
- A clear and effective scheme of work that provides coverage in line with the National Curriculum.
- Teaching and learning should facilitate progression across all key stages within the strands of programming, digital literacy, data handling, media skills, and impact of technology.
- The importance of online safety is shown through displays within classrooms.
- Parents are informed when issues relating to online safety arise and further information/support is provided if required.
- As well as opportunities underpinned within the scheme of work, children will also spend time further exploring the key issues associated with online safety.

IMPACT: Assessment / Monitoring & Evaluation

- Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.
- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.
- Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and

liberty when using digital systems.
- The children will be assessed termly on Insight Tracker to track their progress in Computing.

Safeguarding (online safety):

Online safety has a high profile at Kirkby and Great Broughton CE VA Primary School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils. Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

Curriculum:

At Kirkby and Great Broughton CE VA Primary School, we have chosen to use Teach Computing Curriculum which has been adapted to a 3-year rolling programme for Years 3, 4 and 5. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing.

EYFS:
We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.

KS1 National Curriculum outcomes:
Pupils should 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 programs
- 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 school
- 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.

KS2 National Curriculum outcomes:
Pupils should 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 ranked, 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 presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Assessment:
- Pupil attainment is assessed using the Insight Tracker.
- Tracking of attainment by using the Insight Tracker is used to inform future planning.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Teachers are to give verbal feedback throughout the lesson and to discuss and evaluate whether the class have achieved the learning objectives.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's documents and folders, teachers enter judgements into the Assessment Tool.

Resources:
- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the
- Computing Leader.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
- An itemised list of all resources is shared with staff and kept up to date by the Computing Leader.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.
- Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.

Inclusion:
At Kirkby and Great Broughton CE VA Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

Monitoring, Evaluation and Feedback:
Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to have children save their work digitally on Seesaw. This portfolio must contain work samples from all areas of the curriculum taught for the year group. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.
Monitoring will be achieved by:
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Computing Leader and Assessment Leader time.
- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.

Evaluation and Feedback will be achieved through:
- Dedicated Computing Leader and Assessment Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.

- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings.

Roles and Responsibilities:
Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.
Head Teacher:

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing.
- Ensuring any government legislation is being met.

Computing Leader:

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.

Technician:

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Administration Staff:

- Supports procurement of resources and technical services.
- Supports the technician with some data management.

Health and Safety:
Kirkby and Great Broughton CE VA Primary School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger

signs to look out for.