

# Crofton Junior School



## Computing Policy

May 2020

## **Computing Vision**

At Crofton Junior School we value the contribution that Computing can make for the benefit of all pupils, staff, parents and governors. We strive to provide safe Computing opportunities in all subjects to motivate and inspire pupils and raise standards across the curriculum. Everyone in our school community will become lifelong learners equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

## **The Nature of Computing**

The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

The introduction makes clear the three aspects of the computing curriculum: computer science (**CS**), information technology (**IT**) and digital literacy (**DL**).

The core of computing 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, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures 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.

## **Aims**

It is the aim of Crofton Junior School:

- To provide all pupils with their National Curriculum entitlement.
- To develop children's individual computing capability to the best of their ability both in skills and understanding, as well as knowledge.
- To ensure children's computing experiences are progressive, coherent and relevant as they move through our school.
- To apply their Computing skills and knowledge to their learning in other areas.
- To allow all staff and children to gain confidence in, and enjoyment from, the use of Computing.
- To explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security.
- To stimulate interest in new technologies.
- To support staff so that they are able to adapt to the continually changing challenges presented by Computing and in so doing ensure that our pupils receive a Computing education in line with their ability, access and needs.

## **Curriculum**

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 3 to Year 6. 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 recognise that all classes have children with widely differing abilities. This is especially true when some children have access to computers at home, while others do not. We

provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

The teaching of Computing is taught weekly through discrete sessions. Where possible, meaningful cross-curricular links are made across the curriculum so that computing skills can be applied further.

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.

### **Safeguarding: Online safety**

Online safety has a high profile at Crofton Junior 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 Year 3 to the end of Year 6.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- 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.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- 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.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.
- All members of staff are aware of the e-safeguarding policy.

## **Role of Computing Coordinator**

There is a computing coordinator who is responsible for producing a computing development plan and for the implementation of the computing policy across the school.

- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To monitor the children's computing work, looking at samples of different abilities.
- To manage the computing budget alongside the head teacher.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.

## **Inclusion**

Pupils with special educational needs are encouraged to use the technology available in school to support their independence and develop their interests and abilities. All pupils have access to the use of Computing regardless of gender, race, cultural background or any physical or sensory disability. Pupils with learning difficulties can be given greater access to the whole curriculum through the use of computer technology.

## **Resources**

Pupils have access to 30 laptops and 30 Ipads, which can be used for discrete computing sessions and cross-curricular learning. All devices have internet access. There are Interactive Smart Boards in every class, these are used throughout the day for whole class teaching. Whiteboards are also used in group activities by teachers or TAs or for collaborative activities by pupils. Whiteboards are also regularly used by pupils themselves to participate in the class or group lesson, or demonstrate what they have learned or to display work they have done.

The overall maintenance of technology equipment is carried out by our technician. Within teaching areas all teachers, are responsible for ensuring that all equipment is looked after and faults reported to the Computing coordinator, to then pass on to the technician.

## **Assessment and Recording**

Teachers assess children's work in Computing by making informal judgments as they observe them during lessons. Pupils' progress is monitored by the class teacher and work samples are collated by the computing coordinator.

## **Monitoring and review**

The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing coordinator who reports to the Senior Leadership Team. This is achieved through: work sampling, monitoring of planning and lessons and discussion with staff and pupils. The Computing coordinator is also responsible for supporting colleagues in the teaching of Computing, for keeping them informed about current developments in the subject and for providing a strategic lead and

direction for the subject in the school. The Computing subject leader regularly discusses the Computing situation with the Senior Leadership Team and develops an action plan based on the strengths and weaknesses in the subject and areas for further improvement. This is shared with staff, Senior Leadership Team and Governors forming the basis for improving Computing in the school.

### **Security**

- The computing technician /coordinator will be responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'acceptable use policy' (AUP). All staff, volunteers and children must sign a copy of the schools AUP.
- Parents will be made aware of the 'acceptable use policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of computing and the internet will be displayed in all computing areas.
- All networked computers, including laptops, have filtered internet access.
- Nobody should attempt at any time to install any software of any kind onto the school's network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the Computing Co-ordinator or the Head teacher should be sought first, the licence checked and the relevant media handed to the Computing Coordinator to arrange for installation.
- The E-Safeguarding Policy should also be read in conjunction with this policy.

### **Policy Review**

This policy will be reviewed every two years in line with the school's policy review programme. The Head teacher is responsible for reporting to the Governors' about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Signed *P. Birdsall*

Signed *J. Allen*

Headteacher

Chair of Governors