



# LAUNDE PRIMARY SCHOOL

## Computing Policy

February 2019

Review: September 2022

Signed:   
(Chair of Governors)

Date 1/6/19

## **School Vision Statement**

*Every child's academic, artistic; physical and social potential will be developed to the full within the Launde Family.*

### **1. Introduction**

- The 2014 national curriculum introduces a new subject, **computing**, which replaces ICT. This represents continuity and change, challenge and opportunity. It gives schools the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.
- Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.
- The Acceptable Use of ICT Policy and the E Safety Policies should also be read in conjunction with this policy.
- Contained in this document is our policy regarding the delivery of computing skills and the subsequent implementation of an ICT entitlement to every pupil. This entitlement has been shaped by the Foundation Phase and national curriculum programmes of study for Computing and by every other national curriculum subject.
- More explicitly, the Computing orders require that –  
“In Foundation Phase, pupils should be taught to become familiar with Information and Communication Technology (ICT) hardware and software. They learn to use ICT confidently and purposefully to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work”.  
“At Key Stage 1 and 2, pupils should be given opportunities to build on the knowledge, understanding and skills acquired in Foundation Phase. They should be taught to use a greater range of Information and Communication Technology (ICT) tools and information, sources and media appropriate to their work. They amend their work and present it with some thought to its audience. They assess the value of computing in their working practices”.

### **2. 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.

### **3. The Aims**

- To develop pupil's computing skills, knowledge, understanding and capability through focused skills based lessons whilst providing opportunities for pupils to apply and consolidate their computing capability across all curriculum areas.
- To keep pace with educational developments in computing and have a commitment to teachers having the necessary tools and training to do their jobs effectively.
- To use ICT to allow innovative and creative opportunities across the age range that motivates and energise curriculum projects.
- To maintain efficient performance of computing equipment through robust and clear technical support that will ensure minimal disruption to teaching.
- To allow children to appreciate the relevance of computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.
- To use computing to improve quality of work, raise self-esteem, confidence and motivation for learning. The improvement of the physical environment, resources and teaching and learning will be matched by the raised attainment of the children.

#### 4. Wider school aims/ethos

At Launde Primary School we believe that ICT is changing the lives of everyone. Our vision aims to equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners. We actively promote and utilise safe computing opportunities that challenge and extend all educational needs across the primary age range. Computing opportunities are offered equally and are fully inclusive to all children.

#### 5. Entitlement

- The new National Curriculum states that pupils should be taught to:

Year	Computer science	Information Technology	Digital Literacy
F	Recognise that their actions have an effect.	Recognise purposes for using technology in school and at home. Recognise that they can use the Internet to play and learn. Understand that things they create belong to them and can be shared with others using technology.	Know that ICT and online tools can help them to do things. Recognise different kinds of information (photo, chart, etc)
1	Understand what algorithms are Create simple programs	Use technology purposefully to create digital content Use technology purposefully to store digital content Use technology purposefully to retrieve digital content	Use technology safely Keeping personal information private Recognise common uses of information technology beyond school
2	Understand that algorithms are implemented as programs on digital devices	Use technology purposefully to organise digital content Use technology purposefully to manipulate digital content	Use technology respectfully Understand where to go for help and support when they have concerns about content

	<p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>		<p>or contacts on the internet or other online technologies.</p>
3	<p>Write programs that accomplish specific goals</p> <p>Use sequence in programs</p>	<p>Use search technologies effectively</p> <p>Use a variety of software to accomplish given goals</p> <p>Collect information</p> <p>Present information</p>	<p>Use technology safely and responsibly</p> <p>Identify a range of ways to report concerns about contact</p>
4	<p>Work with various forms of input</p> <p>Work with various forms of output</p> <p>Design programs that accomplish specific goals</p> <p>Debug programs that accomplish specific goals</p> <p>Use repetition in programs</p>	<p>Use search technologies effectively</p> <p>Use a variety of software to accomplish given goals</p> <p>Design and create content</p> <p>Select and use internet services</p>	<p>Understand the opportunities computer networks offer for communication</p> <p>Identify a range of ways to report concerns about content and contact</p> <p>Use technology respectfully</p> <p>Recognise acceptable/unacceptable behaviour</p>
5	<p>Design and create programs</p> <p>Control or simulate physical systems</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs</p> <p>Understand how computer networks can provide multiple services, such as the world wide web</p> <p>Appreciate how results are selected and ranked</p>	<p>Select a variety of software to accomplish given goals</p> <p>Select, use and combine internet services</p> <p>Analyse information</p> <p>Evaluate information</p> <p>Collect data</p> <p>Present data</p>	<p>Understand the opportunities computer networks offer for communication</p> <p>Identify a range of ways to report concerns about content and contact</p> <p>Recognise acceptable/unacceptable behaviour</p>
6	<p>Solve problems by decomposing them into smaller parts</p> <p>Use selection in programs</p> <p>Work with variables</p> <p>Use logical reasoning to explain how some simple algorithms work</p> <p>Use logical reasoning to detect and correct errors in algorithms</p> <p>Understand computer networks including the internet</p> <p>Appreciate how results are ranked</p>	<p>Combine a variety of software to accomplish given goals</p> <p>Select, use and combine software on a range of digital devices</p> <p>Analyse data</p> <p>Evaluate data</p> <p>Design and create systems</p>	<p>Understand the opportunities computer networks offer for collaboration</p> <p>Be discerning in evaluating digital content</p>

In the Foundation Stage, the Information Communication Technology requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous and blocked units. Children will have computing experiences indoors, outdoors and through role play in both child initiated and teacher directed time.

## **6. Implementation**

- At Launde Primary School, computing will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself.
- The Computer Suite and the PCs distributed around the school will be used to help pupils access the Computing curriculum, along with a range of other resources such as programmable toys.
- The Computing subject leader, the Head teacher and senior management team will continually monitor the resources required to deliver the Computing element of the new National Curriculum.

## **7. Equal Opportunities**

At Launde Primary School we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances, the use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in computing, we take into account the targets in the children's Individual Education Plans (IEPs). Gifted and Talented children are taken into account the class teacher undertakes computing planning.

## **8. Health and Safety**

- The school follows the advice and guidelines set out by the Health and Safety Executive, relating to the safe use of the internet, computers, projectors and interactive whiteboards.
- The school has a policy on E-Safety contained within this ICT policy. Rules of use are on display anywhere from where children can access the internet. The children understand these rules and they know that they are expected to follow them. Should a child break these rules they will be denied internet access for a period of time after which the situation will be reviewed.
- It is the responsibility of individual teachers to look after all equipment in their classroom. Pupils should be shown how to operate them appropriately. All computers should be safely stored, cared for and correctly switched off at the end of each day.
- It is important that any problem be reported immediately to the subject leader. If there is any fear of an electrical fault, the equipment must be switched off immediately and all plugs removed safely from the class by an adult.
- Sockets and plugs must be checked during the annual LEA Inspection. All equipment must be available for this and display the appropriate sticker.
- Computers must be kept away from sources of water; such as water trays, wet play areas or sinks.

## **9. Roles and responsibilities**

### **Governors:**

All governors are interested in the development of computing to promote high quality teaching and learning in the school. Governors are responsible for monitoring and evaluating the impact and value of computing on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually.

### **Head teacher:**

The role of the Head teacher is to support the overall aims and visions of the ICT provision within the school. This is achieved through identified training, support and financing. They encourage initiative and embrace the potential that computing has to provide an exciting and fulfilling environment for all learners.

### **Curriculum Manager**

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This may include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

### **Teachers:**

It is the responsibility of each class teacher to ensure that their class are taught all elements of the computing curriculum as set out in the Scheme of Work for Computing for their year group.

### **Pupils:**

It is the responsibility of each pupil to ensure that they follow the acceptable use policy and treat all ICT equipment appropriately.

## **10. Assessment**

Assessment of children's work in computing is ongoing and achievement is reported to parents at the end of each academic year. Assessment and monitoring is undertaken through -

- Practitioner observations, summative and formative assessment fully informs future planning.
- Progress is assessed using the key objectives for computing.
- Practitioner judgements are supported through a portfolio of evidence saved to the shared drive and through book monitoring.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment.
- Information is shared through display, celebration events, newsletters, reports, and relevant websites.
- Regular monitoring of all aspects of computing informs the subject manager and school development plan/school evaluation form.

## **11. Monitoring and evaluation**

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the computing subject leader. The computing subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping 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 will give the head teacher an annual evaluation report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The computing subject leader has specially allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of computing.

## **12. Acceptable use**

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Launde Primary School, we understand the responsibility to educate our pupils on E-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the

classroom. Everybody in the school has a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them. Both this policy and the Acceptable Use Agreement (for all staff, governors, visitors and pupils) are inclusive of both fixed and mobile internet; technologies provided by the school (such as PCs, laptops, personal digital assistants (PDAs), tablets, webcams, whiteboards, voting systems, digital video equipment, etc); and technologies owned by pupils and staff, but brought onto school premises (such as laptops, mobile phones, camera phones, PDAs and portable media players

# Acceptable Use Policy for Primary Pupils



## ZIP IT

Keep your personal stuff private and think about what you say and do online.



## BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



## FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

To keep me safe whenever I use the internet or email, I promise...



## ZIP IT

- to keep my username and password private and not to use anyone else's.
- to keep all personal information private.



## BLOCK IT

- to block unknown links and attachments by not opening anything that I do not trust.



## FLAG IT

- to report any messages or internet pages that are unsuitable or upsetting.
- to tell someone I trust if someone asks to meet me offline.





## E-Safety Rules Key Stage 2



- I will only use my class email address or my own school email address when emailing
- I will only open email attachments from people I know, or who my teacher has approved.
- I will only open/delete my own files.
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible and will think carefully about how I talk to others online and what I say about them.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this, I will tell my teacher immediately.
- I will check that information I use from the internet is from a trusted website.
- I will not give out my own details such as my name, phone number or home address.
- I will be responsible for my behaviour when using ICT equipment because I know that these rules are to keep me safe.
- I will not take, copy or send any images, video, sounds or text that could upset any member of the school.
- I will only use chat and social networking sites that an adult has given me permission to use.
- I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my E-Safety.
- I will inform an adult if I see something that upsets me.





## E-Safety Rules Key Stage One



- **Never give out your name, age, address or phone number.**
- **Never send photographs of yourself.**
- **Never agree to meet a stranger.**
- **Only open and delete your own files.**
- **Only send and open emails with a teacher's help.**
- **Tell an adult if you see something you don't like.**



ZIP IT



BLOCK IT



FLAG IT

