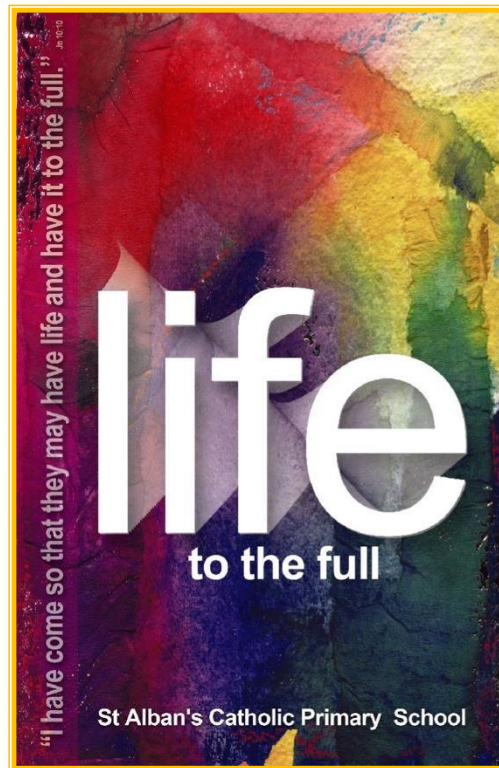


# St Alban's Catholic Primary School



## Computing Policy

## Mission Statement

***Jesus said, 'I have come so that they may have life and have it to the full'. (John 10:10)***

We will strive towards this vision by:

- Offering a safe and welcoming environment for all;
- Leading the children to a deeper knowledge and understanding of the Catholic faith and fostering the growth of that faith in every member of the school community;
- Enveloping the school in prayer, making worship and liturgy inspiring and meaningful for all;
- Encouraging parents, with the parish community, to fulfil their responsibilities towards the spiritual development of their children especially in regard to the weekly celebration of Mass;
- Ensuring that all children are provided with a challenging and broad curriculum and are offered a wide variety of experiences;
- Expecting the highest standards of achievement and behaviour from all;
- Working in partnership with families to ensure each child reaches their potential.



# St Alban's Catholic Primary School

## Computing Policy

### Introduction

The whole school from Early Years to Year 6 use the 'Teach Computing' and 'Purple Mash' schemes as the basis for our curriculum. IPADS, Microsoft Office are used and adjusted to meet the computing areas of study. These areas are,

- digital literacy
- information technology
- computer science

### Classroom management

The classroom teacher should consider Computing integral to their classroom management, placing computing to the fore as a means of subject delivery *across the whole curriculum* as well as in the discrete computing skills lessons. The teacher and HLTA will ensure that the children are constantly up skilled in their discrete computing learning. This will allow the teacher and HLTA together to ensure that computing is embedded in all areas of the skill-based Curriculum.

This will include

- use of 30 new laptops and 45 iPads for use in class
- use of interactive whiteboards as standard classroom resource
- use of Internet based resources including the VLE
- use of computing by pupils to produce/present work across the curriculum using iPads as well as the laptops
- significant emphasis on the programming and modelling elements of Computing.

## **Scheme of work**

The school's scheme of work is under constant review and the main elements of the computing framework are included in the scheme. These include:

### **Digital Literacy**

Elements studied will include communicating, collaborating and E safety, multimedia, digital imagery – including Internet services – on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information sound.

In Key stage 1 pupils will be taught to –

- 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.

In key stage 2 pupils will be taught to –

- use technology safely, respectfully and responsibly
- recognising acceptable – unacceptable behaviour
- identify a range of ways to report concerns about content and contact.

### **Information technology**

Elements studied will include data handling, research (using the Internet and Computer Software)

In Key stage 1 pupils will be taught to –

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

in Key stage 2 pupils will be taught to –

- 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 programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## **Computer science**

Elements studied will include control and monitoring, floor and screen turtles programming, modelling and simulation.

In Key stage 1 pupils will be taught to

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs executed by following precise and unambiguous instructions.
- Create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- recognised common uses of information technology beyond school

In Key stage 2 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 programmes, 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

The teachers, in conjunction with their HLTA computing facilitators, apply aspects where they best fit into a long-term plan for their particular year group. In this way, it is hoped that the discrete teaching of computing can be delivered alongside its full application into all aspects of the curriculum. The scheme of work for key stage 1 and the school developed scheme for Key stage 2 explain in greater detail how these aspects will be delivered. The delivery of 'unplugged' computing has been, and will continue to be, monitored by the computing team.

## **Recording children's work**

The Computing curriculum has been meticulously prepared to ensure coverage of the three major elements of computing and clear links to the school's Learning Challenge curriculum. As the school's computing curriculum highlights, in order to gain a full and wider understanding of computing, there will be elements of learning which will not involve directly working on the computers. For example, in Key stage I there are elements of study within the discrete teaching of computing in which the children will research and learn about computing in the wider world. In these situations, the teacher of the discrete computing lesson will endeavour to record evidence of that in floorbooks and folders where required. Equally, where the computing is applied to the wider curriculum by class teachers, evidence will be found within children's books related to all the other subjects of the curriculum.

## **Publishing children's work**

One of the key demands of the Computing curriculum requires children to have a breadth of experience in publishing their work in a variety of ways. These might include blogs, the virtual learning environment and E books. This element of computing is vital to the children of school as it enables them to understand how they must present their work to a wider and global audience and what presentation and e-safety issues this entails. The children will be introduced to the term 'global footprint' from the earliest stages of their school careers and will be taught to understand how they can maintain their global footprint to positive effect. Children have access to green screen technology and QR codes which have proved an invaluable way of publishing their work in all areas of the curriculum.

## **Programs /Hardware/ Software**

The delivery of the Computing curriculum can only be fully realised by the use of suitable hardware and software. Each class has either an interactive screen or a new interactive whiteboard. The laptops are up to date with Windows 10 operating system and new apps are being discovered by teachers all of the time.

The school uses Seesaw as a home school communication tool. Children have access to many more learning tools provided by the site as well as blogging and publishing capabilities. It is our opinion that such learning environments will play an increasing part in a child's everyday learning as time goes on. We have developed our home learning platform and are currently in training with Google classroom. This will allow teacher and students to continue the curriculum in case of a future lockdown

Other online uses of computing include: TT Rockstars, Charanga, First News and 'MyMaths'.

## **Assessment**

As the computing curriculum has been set out much in the same way as other foundation areas where end of year expectations are highlighted, the computing curriculum will adopt the same assessment policy as for other areas of the computing curriculum. As a subject, we are confident that the curriculum we have in place for the children will demonstrate very good levels of progress and challenge from one year to the next ensuring that the children can meet the high demands and expectations of each year of their school life.

## **Equal Opportunities.**

In delivering the Computing curriculum, teachers should respect individual needs with regard to race, gender and special educational needs including pupils with physical, emotional, behavioural and learning difficulties and those with special abilities.

## **Parental Support**

Parents should be actively involved in encouraging their children's understanding of computing. This should include regular reporting of progress and/or problems and briefings new developments in the teaching of computing such as learning environments and programming.

As in other subjects, the school, via the computing coordinator, should be willing and able to advise parents of appropriate equipment and software for use in the home. With online safety consultations.

Using the website as a means of sharing children's work is intended to help parents become more engaged with and aware of their child's on-line learning.

## **Provision**

The school has a fully functional set of laptops linked to a network server with Colour Laser Printer and scanner. In addition, every class has a desktop computer networked to the server and connected to the Interactive whiteboard. A timetable for usage across the whole school is in place. All computers have Broadband Access to the Internet.

Use of the laptops is timetabled to ensure every child has access and that the scheme of work for computing is delivered. Teachers are actively encouraged to make use of the laptops at other times during the day so that they can apply that computing skills to the curriculum. Staff have undergone and will continue to receive thorough training in the use of new hardware and software.

iPads, and interactive whiteboards are available to support and enhance both the computing and the learning challenge curriculum. Every member of staff has a laptop and I-Pad that can be linked directly to the network and/or the interactive teaching display. In addition to this there are 45 iPads contained in two trolleys.

## **Staff Attitudes and Responsibilities**

Staff are expected to model good use of computing in the same way they model reading. This requires the teacher to promote computing as an integral part of their teaching and learning, with a confident and positive attitude towards computing. They are regularly trained in the use of software such as DB Primary and hardware such as Apple TVs.

If the teacher is confident, then the pupils will be presented with a positive model for computer use.

Staff are expected to take control of their own CPD and identify areas where they need training in order to use computing more effectively.

Staff should also make themselves aware of the Health and Safety Issues surrounding computing and endeavour to maintain high standards.

Staff should be aware of the need to protect children in accordance with our school policy on Safe Internet Use.

Whilst much of the new software in school has been acquired by digital download, in order to abide by current copyright laws, all staff must not:

- Provide children with copies of software to use at home.
- Copy discs or software (before consulting the Computing Co-ordinator).
- Use other people's digital images in school publications that are to be sold for profit.

## **In order to abide by data protection laws, all staff must ensure:**

- Their computers and emails are locked/logged off when not in use.
- They do not share passwords with others and that their passwords are strong (typically, a strong password involves a combination of lower and uppercase letters, as well as numerals).
- Data, once it becomes obsolete, is destroyed.
- All staff are expected to log out of their computers after use of shared areas.

Staff should also be aware of: the Computer Misuse Act 1990; the Information Access and Security Policy; the Acceptable Usage Policy; St Alban's e-safety policy; CEOP Report; and Warrington Safe Usage Policy.

## **Monitoring the usage of IT in school**

In conjunction with the local authority, procedures are in place to ensure the usage by all users is monitored to comply with safe usage requirements.

## **British Values and Computing**

Children at St Alban's demonstrate the following values by:

- Listening to everyone's ideas in order to form a majority
- Working as part of a team to use computing devices effectively
- Developing knowledge of lawful computing behaviours
- Demonstrating respect for computing laws Individual
- Taking responsibility for our 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.