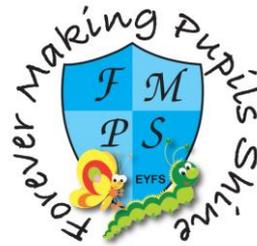


Framwellgate Moor Primary School



Computing Policy

'Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world'.

(Simon Peyton-Jones, Cahirman, Computing At School)

1. Curriculum Aims

Our curriculum 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.

Early Years and Foundation Stage

Computing is taught in the EYFS as an integral part of one of the seven areas of learning (Understanding the World: Technology). Children have free access to various forms of IT throughout the school day.

Key stage 1

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.

Key stage 2

- 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.

2. Entitlement

All of our children are entitled to a continuous and progressive computing curriculum, which meets their individual needs.

The computing curriculum has been planned using National Curriculum guidance and in conjunction with LA advice. Teachers will be encouraged to make cross-curricular links especially in the teaching of IT. However, many aspects of computer science will need to be taught discretely.

3. Special Needs and Inclusion

Pupils with special educational needs have the same computing entitlement as all other pupils and are offered the same curriculum. However, particular application/tools are used for:

- Pupils with learning difficulties need to be motivated to practice basic skills regularly and intensively. They will benefit from the use of programs which practice skills is set in the context of an enjoyable and motivating scenario.
- Pupils with physical disabilities and communication difficulties.
- Pupils of high ability who may be extended through the use of programs which offer challenge and opportunities for investigation.

4. Equal Opportunities

Staff must be aware of, and guard against any bias based on gender, racial or any other stereotypes. All pupils should have equal access to Computing.

5. Assessment and Monitoring

Children are assessed according to whether they are 'emerging', 'developing', 'secure' or 'mastery' within year group expectations. In order to make judgements, teachers make use of assessment documents which break down National Curriculum requirements into individual statements with "what to look for" guidance to help teachers identify gaps in

children's knowledge and understanding. Evidence to support teacher judgements is stored electronically in individual student folders or on cloud based storage systems (e.g. Espresso Coding).

All staff are required to highlight county progression documents to ensure all aspects of the National Curriculum are being covered.

Observations will take place to ensure effective and meaningful teaching and learning is taking place.

6. Reporting

Information about children's progress with regard to computing is communicated to parents at parents evenings and in their individual annual reports.

Assessment data is stored on SIMS and related assessment documents, in assessment folders.

7. Resources

Hardware and software resources are reviewed annually. Teachers report any resource shortfalls or possible extension requirements to the Computing Coordinator.

8. Responsibilities

Class teachers are responsible for:-

- Differentiating and adapting lessons to cater for all ability levels, ensuring SEN (Special Educational Needs), MAT (More Able and Talented) and EAL (English as an Additional Language) are suitably challenged to meet their needs.
- Incorporating IT, where appropriate, when planning classroom activities.
- Understanding and utilising the range of software available in school and its use in relation to cross curricular activities.
- Using computer peripheral devices.
- Recognising and dealing with common faults and mistakes that can arise when using computing hardware and software.
- Maintaining own knowledge and skills of computing in accordance with educational developments.
- Ensuring children are responsible, respectful and safe when using IT.
- Reporting problems or faults to ITSS.

The Computing coordinator is responsible for:-

- Assisting Senior Management with coordinating, developing and implementing the schools policy on computing.
- Promoting and overseeing staff INSET activities relating to computing development.
- Developing strategies for the efficient deployment of existing computing resources in the school.
- Consultation with the Head Teacher and staff regarding computing objectives.
- Keeping abreast of and understanding and current technology, developments and trends relating to Computing and its use in Education by attending network meetings.
- Liaising with Durham County staff and other educational establishments on matters relating to computing.
- Arranging for the upgrading or replacement of hardware and software as appropriate.
- Organising/managing the duties of the technician who visits school weekly.
- Completing school action plans and evaluations.
- Updating school policies relating to the teaching of Computing

The Head Teacher (Bethan Smith) is responsible for the schools compliance with the Data Protection Act and also acts as Senior Information Risks Officer (SIRO), dealing with management of information and the schools data protection policy.

The Computing Co-ordinator also has the role of Online Safety Co-ordinator and is responsible for Online Safety in school along with the SLT.

All staff are responsible for Data Protection and have signed the 'Staff Acceptable Use Policy 2017'.

Digital literacy/online safety is firmly embedded in the curriculum and ethos of Framwellgate Moor Primary School. See Online Safety policy.

9. Maintenance

Maintenance is carried out by the school's technician who visits the school once a week to give technical support and maintain the network to its optimum capability. In addition, he completes network tasks as designated by the Computing Co-ordinator. Any issues arising from use of Computing equipment/software need to be recorded on the school gateway. The Computing Co-ordinators will decide on whether issues can be dealt with using co-ordinator knowledge or by the technician.

10. Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- to never look into the projector lens
- the appropriate and safe use of all equipment, especially scanners and photocopiers due to the bright lights.

11. Staff Development

To implement this vision effectively, all staff need to be confident in all areas of the computing curriculum. Staff who have identified areas of development in computing will be identified and through communication between the Computing Co-ordinator and the Headteacher, relevant courses will be located or training brought into/held at school. Training will also be offered on new hardware and software purchased. In addition, the Computing Co-ordinator and/or other staff will be able to support staff members in using various programmes.

The Computing Co-ordinator keeps up to date with the latest technological advancements and curriculum developments by attending conferences, network and school cluster meetings. Information is then fed back to the rest of the school during staff meetings.

12. Computing Management Information

The school uses SIMS Assessment Manager, which both the Head Teacher and staff can use to input data and assess pupil achievement against school targets.

13. School Liaison Transition

The school will regularly use IT to transfer information from school to school and will follow data protection legislation when doing so. However, it is appreciated that paper based mail still has to be used and is, on occasion, the only acceptable method to use.

14. Legislation in Computing

When appropriate legislation appertaining to the use of IT changes, the Computing Co-ordinator will discuss this with all members of staff

Software copyright is a serious issue and is taken seriously by Framwellgate Moor Primary School. Only software which we have purchased the correct user site license will be loaded onto all hardware so that staff know it is acceptable to use on all machines. The school has a Voluming License which all Apps are purchased through.

We are aware of Data Protection issues and the Freedom of Information Act.

Legislation covering computing in schools includes :-

The Copyright, Designs and Patents Act 1988

The Computer Misuse act 1990

The Data Protection Act 1998

The Freedom of Information Act 2000

The Protection from Harassment Act 1997

The Malicious Communications Act 1988

Section 127 of the Communications Act 2003

Public Order Act 1986

The Defamation Acts of 1952 and 1996

15. Home/ School Links

To foster these links, the school has set up its own website to promote the school, showcase the children's work and inform the parents of termly dates etc. In addition, DB Primary should be used by staff and pupils to enhance learning at both home and school.

The school posts newsletters on the school website and also e-mails them to parents who have requested this facility.

When taking children on residential visits, parents are updated via SMS using a school mobile phone (See Online Safety Policy) and the privacy notice.

Related Policies:

- Online Safety
- Data Protection
- Anti – Bullying
- Acceptable use Policies

Reviewed: July 2017

Author: Rachel Chadwick