



St Agatha's Catholic Primary School

Policy	Computing Policy
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Date	October 2023
Date of Review	October 2024
Governor Committee	
Statutory Policy	No

Introduction

This policy document sets out our school aims, principles and strategies for Computing at St. Agatha's Catholic Primary School.

What is Computing?

Computing prepares children to participate in a rapidly changing, technology-based world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Computing is an important tool both in the society in which we live and the process of teaching and learning. The Computing scheme is concerned with using technology purposefully to create, organise, store, manipulate and retrieve digital content. The scheme provides children with the skills to understand algorithms, create and debug programs, use logical reasoning and use technology safely and respectfully. It also offers children the ability to recognise common uses of information technology beyond school.

Through the 'Teach Computing' scheme, our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate Computing resources effectively as powerful tools for teaching and learning in and out of school for.

Computing capability means teaching children the necessary skills, knowledge and attitudes in order for them to use Information Communication Technology (ICT) tools in the curriculum. It is also about teaching them to understand what technology is, knowing how to adapt to and use ICT, and to become skilled, confident and critical users of ICT both in and out of school. Children develop their Computing vocabulary and skills through carefully scaffolded and structured lessons.

Aims for the Use of ICT in Our School:

- To enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their Computing activities;
- To enable children to develop attitudes, knowledge, skills and understanding in Computing for use in the curriculum, society and the world of work;
- To develop a whole school approach to Computing ensuring continuity and progression across year groups in all strands of the Computing National Curriculum;
- To use Computing as a tool to support teaching, learning and management across the curriculum;
- To provide children with opportunities to develop their Computing capabilities in all areas specified by the Curriculum;
- To ensure ICT is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities;
- To maximise the use of ICT in developing and maintaining links between other schools, the local community including parents and other agencies.

Responsibilities

The Role of the Governors:

- To advise on the procurement and implementation of Computing;
- To monitor the developments, achievements and progress of children;
- To support the school's strategic vision for the future use of Teach Computing.

The Role of Senior Management (Head Teacher):

- To determine the way Teach Computing should support, enrich and extend the curriculum;
- Decide the provision and allocation of resources;
- Decide ways in which developments can be assessed, and records maintained;
- Ensure that Computing is used in a way to achieve the aims and objectives of the school;
- Ensure that there is a Computing policy and identifies a Computing subject leader;
- Be aware of changes in current technology and its implications for teaching and learning within the school;
- To monitor e-safety within the school ensuring policies & procedures are up to date.

The Role of the Computing Subject Leader:

- Promote the integration of Teach Computing within appropriate teaching and learning activities, develop and monitor the contributions of subjects to its cross-curricular use;
- Manage the provision and deployment of resources;
- Encourage colleagues and lead training;
- To monitor the implementation of the teaching and learning of Computing across the school;
- To monitor and observe the work of colleagues teaching Computing;
- To interpret the Computing requirements of the National Curriculum and advise staff as necessary;
- To monitor displays within the computer suite;
- To be accountable for any monies specified in the SDP, shared with the ICT technician.

The Role of the Click-IT and Technician support:

- To ensure the network is running smoothly;
- Install new software on machines appropriately;
- To investigate and deal with ICT problems notified by staff;
- To purchase ICT consumables and hardware through discussions with the Computing lead;
- To maintain and keep updated an inventory of all ICT resources;
- To be accountable for any monies specified in the SDP, shared with the Computing lead;
- Keep the Computing subject leader up to date with the status of the systems.

Planning Learning Experiences, Progression and Continuity:

- Computing is used throughout the curriculum, to support and enrich children's learning. Through the provision of relevant experiences and by embedding the teaching of Computing skills and knowledge in the context of cross-curricular work, reinforcement of skills allows children to develop IT capability.
- The objectives in Teach Computing meet the National Curriculum expectations and provide continuity of progression of ICT skills across the whole school.
- Long, medium term and individual lesson plans are provided by the Teach Computing scheme.
- Teachers deliver one explicit Computing lesson a week, using resources and support from the Teach Computing scheme. Some lessons are taught within the classroom when completing unplugged tasks.
- Progression can be seen in children applying more advanced skills, becoming more independent and confident in the use of ICT, and using a wider range of more sophisticated software. Displays and individual class folders evidence this.

Differentiation

Computing differentiation is provided by outcome, time, reinforcement activities, extension activities and task. For children who have additional needs such as SEN or EAL resources and delivery is adapted. For the greater depth child more, advanced skills may be introduced where appropriate. Greater depth children are provided with extra challenges such as independence and verbal reasoning.

Monitoring and Assessment

The school's progress in Computing is evaluated by the Computing subject leader through:

- Monitoring attainment by gathering evidence of pupils' work- saved in the online class folders and physical folders stored within classrooms;
- Monitoring progress against the Computing action plan;
- Assessment should be based on the Assessment Guidance within Teach

Computing. This is based on the Learning Intention;

- Assessment records will be passed on from year to year as children move up through the school;
- Assessments are used for adapting future work.

Equal Opportunities

- St Agatha's Catholic Primary School is committed to ensuring equal opportunities regardless of race, gender, religion, age and special needs.
- Children with special needs have the same entitlement as all other children and are offered the same curriculum. In addition, they use software programs specific to their needs as identified by the Special Needs Co-ordinator. Some children with additional needs have access to other devices, such as tablets.
- Children of higher ability are provided with extension tasks to further develop their Computing skills, which offer challenge and opportunities for investigations.
- We are aware of inequalities in access to computers at home. We monitor access to school computers carefully to ensure that these children are not further disadvantaged. We offer and loan laptops to those families in need.

Health and Safety

- To ensure the safe use of Computing, work is planned to allow breaks and changes in activity.
- Children and teachers stand out of the line of the digital projector bulb when at the front of the classroom.
- All electrical equipment is checked on a regular basis, but teachers should be vigilant for defective or faulty equipment.
- Trailing wires should be reported to the Computing technician who must rectify the problem as soon as is convenient.
- Children should look at the monitor at eye level.
- When teachers leave the Computing suite after personal use they should reset the monitor to the correct level for a child and switch off the machine they have been using.
- Children should be encouraged to develop the correct strategy for closing computers down.
- Teachers must ensure that all computers are fully logged off at the end of each Computing session. All classroom and suite computers must be powered down at the end of each day.

Internet

- LGFL provides shielded access to the Internet via Atomwide.
- A signed agreement between children, parents and the school acknowledges defined guidelines relating to use of the Internet.
- The school gives all children and staff an email address, logon and password.
- Access for every child from YrN-6 and every member of staff is only through the LGFL individual logons, which provide a very high level of security.
- Children working on the internet will normally be working in the IT rooms, or in the classroom during lesson time and will be supervised by the class teacher or another responsible adult at all times.
- Staff will check that any sites selected for child use are appropriate to the age and maturity of the children.
- Year 3 children and above will be taught to use email and the internet responsibly in order to reduce the risk to themselves and others.

On line Safety

- The Online Safety Policy and Acceptable Use Policy (AUP) direct the use of the Internet. The school has high expectations for using Computing which are formalised in the Acceptable Use Policy, signed by staff, parents and pupils.
- All inappropriate behaviour is monitored and tracked through Computing technician and DSL (Head teacher) through Securus.
- St Agatha's uses an internet safety specialist each year to provide staff, parents and children with staying safe online.

Resources

The Computing Action Plan directs the purchase of new resources and includes the ongoing replacement of outdated hardware and software. Resources are bought to enable children to fully access the scheme and get the most out of their learning.

The Computing technician and resources lead keep a list of resources in the school (both in classes and elsewhere).

