# Hagley Primary School

# Computing Policy

**Date:**            **June 2018**

**Date of review:**     **July 2019**

**Responsible member of staff:**

**R. Tindell**

**Signature:**                 ……………………………………………..

**(***Chair of Governors***)**


**Signature:**                 ……………………………………………..

**(***Head Teacher***)**

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## Statement of intent

At Hagley Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the Key Stage 1 (KS1) and Key Stage 2 (KS2) computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

## 1. Legal framework

1.1. This policy is in regard to and compliant with the following statutory guidance:
  - DfE (2013) 'Computing programmes of study: Key Stages 1 and 2'
1.2. This policy links in with the Online Safety policy

## 2. Roles and responsibilities

2.1. The Head Teacher will:
  - Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, to the primary computing curriculum.
  - Ensure that the Primary Computing Policy, as written, is disseminated to the, teaching staff and parents, for implementation.
  - Hold the computing co-ordinator to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
  - Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

2.2. The computing co-ordinator will:
  - Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
  - Manage the computing resources, and advise staff on the correct use of digital technologies.
  - Offer help and support to all members of staff in their planning, teaching and assessment of computing.
  - Keep the Head Teacher and other stakeholders, such as governors and parents, informed about Hagley Primary School's implementation of the primary computing curriculum.
  - Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
  - Attend appropriate in-service training.

2.3. Subject leaders Will:
  - Keep up-to-date with new technologies that will enhance the delivery of lessons in their subject area and communicate these to staff as necessary.
  - Identify how computing can support teaching and learning in their subject area and offer help and support to all members of staff in developing and using these skills to support their planning and teaching.
  - Identify where there are opportunities within their subject area to support the development of children as positive digital citizens.
  - Provide CPD for staff to support them in using new technologies within their subject area.

2.4. Teachers will:
  - Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.
  - Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
  - Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
  - Maintain up-to-date records of both formative and summative assessment.
  - Tailor lesson delivery according to pupils' respective abilities.

## 3. Early years foundation stage (EYFS)

Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.  At Hagley Primary School, basic computing skills are introduced in EYFS such as, keyboard skills and mouse control.

**4. Key Stage 1**

Pupils will be taught to:
- Understand what algorithms are, and how they are implemented.
- Create and debug simple programs.
- Predict the behaviour of simple programs.
- Create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of ICT beyond school.
- Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

**5. Key Stage 2**

Pupils will be taught to:
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
- Use sequence, selection, and repetition in programs.
- Work with variables and various forms of input and output.
- Explain how some simple algorithms work, and how they can detect and correct errors.
- Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
- Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
- Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.
- Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns.

**6. Curriculum delivery**

6.1. At Hagley Primary School, the teaching of digital literacy and ICT is based on the principles of computational thinking.

6.2. Teaching of digital literacy and ICT skills are delivered through discrete computing lessons and are supported through cross-curricular subject links.

6.3. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the Hagley Primary School scheme of work, supported by the Rising Stars Switched on Computing scheme.

6.4. We have acquired 42 desktop computers, 36 laptops, 72 IPads, as well as all classes having C-Touch interactive boards and 11 units of micro-bits to support the delivery of the primary computing curriculum. The necessary licences for this equipment and the software access using this equipment is kept in a central record with the school business manager.

6.5. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.

6.6. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials and monitoring software is active on the school's network to ensure that users follow the rules set out in the acceptable use agreements (see appendices of Online Safety policy).

6.7. Obsolete or broken machines are repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

6.8. A service level agreement (SLA) with IBS Schools is in place to support the computing coordinator to fulfil this role.

6.9. An SLA with IBS Schools is in place, and all computing-related devices and related applications have access to the internet. This SLA will be reviewed annually to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money.

**7. Differentiation**

7.1. <u>MASTERY APPROACH</u> - We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We teach all children to a core skill linked to the National Curriculum programme of study. Pupils with individual needs will be supported to in order to complete the task in a variety of ways, including:
 – Grouping pupils by ability and setting different tasks for each ability group
 – Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil's first language where they use English as an additional language
 – Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support
 – Providing extra learning opportunities through bespoke support groups (e.g. one for those with SEND and another for academically more able pupils), delivered during lunchtimes and/or after school

7.2. Academically more able pupils will be set further 'in depth' challenges as well as being asked to become 'digital leaders', mentoring and sharing their skills with others, both during computer lessons.

**8. Assessment**

8.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed using skills trackers tailored for each phase.

8.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

8.3. Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means, including but not limited to:
 – End of unit assessment tasks
 – Portfolios
 – Assessment of skills through crosses curricular tasks
 – Samples of work will be kept for groups of children, stored in both classrooms and on the school network, within relevant class and pupil folders.

**9. Staff training**

9.1. The computing coordinator will be responsible for the identification and delivery of staff training requirements for the delivery of the computing curriculum.

9.2. The computing coordinator, along with the subject leaders, will be responsible for the identification and delivery of staff training requirements for the use of digital literacy and ICT across the wider curriculum.

9.3. Staff training requirements will be met by:
 – Auditing staff skills and confidence in the use of computers and ICT on an annual basis
 – Arranging top-up training for individual staff members as required
 – Identifying expertise in other members of staff who are able to provide support and training to others

9.4. The computing coordinator will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

9.5. The computing coordinator will be responsible for identifying relevant course to support the staff in their delivery of the computing curriculum.

**10.    After-school clubs**

  10.1.  Pupils in Upper KS2 have the opportunity to develop their programming and coding skills through our Computing Club, where they are provided with the opportunity to work with a professional software developer.

**11.    Monitoring and evaluation**

  11.1.  We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
  11.2.  We will review this policy on an annual basis in line with our Hagley Primary School's policy review schedule.
  11.3.  We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.