Holy Trinity C of E Primary School

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. 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."

(National Curriculum 2014)

Holy Trinity C of E Primary School
Computing Policy

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The Objectives for computing in the Curriculum

Early Years

It is important to give children in the Early Years Foundation Stage a broad, play based experience of ICT in a variety of contexts, including outdoor play. Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.

Key Stage 1

Computer Science

- 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.

Information Technology

- Use technology purposeful to create, organise, store, manipulate and retrieve digital content.

Digital Literacy

- 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

Computer Science

- 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.
- Appreciate how [search] results are selected and ranked.

Information Technology

- Use technologies effectively.

- 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.

Digital Literacy

- Understand the opportunities [networks] offer for communication and collaboration.

- Be discerning in evaluating digital content.

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (see e-safety policy)

Intent

Clear learning journeys for computing are planned which embed and further develop computing skills. Within the plan there will be clear differentiation based on need, assessment opportunities and the on going highlighting of potential e-safety issues.

Cross Curricular links

Where appropriate, ICT should be incorporated into schemes of works for all subjects. ICT and computing should be used to support learning in other subjects as well as develop ICT and computing skills.

Assessment and Monitoring

Assessment takes place as each unit of work is completed. AFL should be evident in all lessons to ensure that lessons are being pitched correctly and skill progression is occurring.

Work and progress is monitored following the Monitoring and Evaluation Cycle. All findings from this are fed back to SLT and to appropriate teachers to ensure people are aware of strengths and limitations. The computing Coordinator will then ensure development points are being acted upon.

The governors will be informed of the standards and provision of computing in school through the termly Head of School report.

Equal Opportunities

Holy Trinity caters for the needs of all children irrespective of ethnic and social background, gender, ability or age in order to ensure children feel comfortable with the use of ICT. The key is to ensure all children are familiar and secure in the use

of ICT. This will then develop confidence and once children are confident they become motivated and enjoy their work.

Opportunities for children without computer, printer or Internet access at home are provided within school. Children may use facilities in the computing suite or classrooms to complete work or research.

Parents and the Community

As part of the admissions booklet all parents have a copy of the rules for acceptable Internet use and ways in which to provide safe Internet access at home. Parents must give permission for children to use the Internet in school (signed by parents in the admission booklet) Parents should be encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home. Parent workshops and meetings should take place to ensure parents are aware of e-safety. Parents will receive advice on E-safety through workshops, the school website and newsletter.

Role of the Computing teacher

Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of the computing teacher to plan appropriate computing activities and assist the computing co-ordinator in the monitoring and recording of pupil's progress in computing. This involves planning well pitched, challenging lessons that engage children and build on children's skills. AFL strategies should be used in all lessons to inform future planning.

- It is the responsibility of all staff to look after equipment to include such items as projectors, iPads, whiteboards, and cameras etc. to ensure its longevity.

- All staff are responsible in informing the computing technician of breakages or maintenance issues and to log these on 365 for technician's support.

Role of the COMPUTING Co-ordinator

The COMPUTING co-ordinator should:

- Promote the integration of computing within appropriate teaching and learning activities, develop and monitor the contributions of subjects to its cross curricular use as well as within computing sessions
- Monitor whole school pupil progress and feedback to SLT as well as teachers.
- Manage the budget to ensure suitable provision and deployment of relevant and up to date resources.
- Manage staff subject knowledge through targeted INSET based on need.
- Encourage colleagues
- Act as a point of contact between school and support agencies.
- Co-ordinate the evaluation and review of the school's computing policy.

The computing co-ordinator is not responsible for technical support, however, where they are able to help and support they should.

Role of the computing Technician

Holy Trinity receives technician support through SIPS.
The COMPUTING Technician's role is:

- To ensure the continual maintenance of all computing equipment in school
- To check the computing issues on 365 to ensure they are aware of all problems in school, to action these issues and feedback to relevant people about actions taken.
- To ensure an up to date knowledge of new software and developments in computing
- To liaise with computing Coordinator regarding any budget issues.

Role of the Senior Leadership Team (SLT) and Governors

- The Head Teacher in consultation with the SLT and Governors is responsible for setting the budget for computing

- The Head Teacher, in conjunction with the SLT, Governors and Teachers, is responsible for agreeing any changes to the current computing policy.

- The Head Teacher, in conjunction with the computing co-ordinator is responsible for ensuring no copyright infringements take place with regard to the use of computing within the school

- The Head Teacher, in conjunction with the SLT and Governors is responsible for ensuring the 'School Improvement Plan' is reviewed regularly and updated as necessary with regard to computing.

Health and Safety

The school is aware of the health and safety issues involved in children's use of ICT and computing. LA contractors test all fixed electrical appliances in school and an external contractor tests portable electrical equipment in school every 12 months.

It is advised that staff should not bring their own electrical equipment into school but if this is necessary, then the equipment must be pat tested before being used in school.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use.

Damaged equipment should be reported to the Computing Coordinator and site manager who will arrange for disposal, the serial number should be passed to the office so that the equipment register can be amended.

Children should not put plugs into sockets or switch the sockets on.

Trailing leads should be made safe behind the equipment.

Liquids should not be taken near the computers.

E-safety guidelines will be set out in the e-safety policy.

Internet and email is filtered by the Internet service provider to ensure safe use (see 'Internet Use Policy') and pupils are supervised at all times.

Hardware and Software

An audit for hardware and software will be reviewed annually. The outcomes will be a key driver for the budget for the next academic year.

Computing and the 'School Improvement Plan'

Any issues for COMPUTING are highlighted in the 'School Improvement Plan' and in the supporting action plan written for computing. It is the responsibility of the computing co-ordinator RAG rate the action plan termly, which will inform future actions and priorities to ensure these actions are met before the end of each year.