

Computing Policy

Malpas Alport Primary School



Introduction:

This policy sets out the aims of Malpas Alport Primary School and the strategies for the successful delivery of computing. This policy should be read in conjunction with other relevant school policies, such as safeguarding, Equal Opportunities, Curriculum, Finance, Teaching and Learning, SEND and Assessment Policies.

The policy has been developed by the Computing Leader (Mr Palmer) in consultation with the Leadership team. Guidance from consultants and pupil and staff voice have shaped and will continue to shape this policy. This policy is based on government recommended/statutory programmes of study.

Our Aims:

- Provide an exciting, rich and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a positive attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves and others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/ statutory guidance for programmes of study for Computing and other related legislative guidance (Online safety- See online safety policy)

Curriculum:

- As a school, we have chosen the Purple Mash Computing Scheme of work from year 1 to year 6. The scheme of work supports our teachers in delivering fun and engaging lessons, which help to raise the standards and allow all pupils to achieve their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular and gives excellent supporting material for less confident teachers.

KS2 Outcomes:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequences, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works to 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.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

Assessment:

- Teachers regularly assess the children's progress through observations and evidence. The key objectives that Malpas Alport Primary School assess from are taken from National Curriculum guidelines to assess progress of pupils once a year. Malpas Alport Primary School uses its own progression statements to acknowledge at what level each individual child is working at.
- Assessing Computing is an integral part of teaching and learning and is key to good and consistent practice. Assessment should review the way that purposeful techniques and skills are applied by pupils' to demonstrate their understanding of computing concepts. Children should be kept at the heart of the assessment process, which is broken down into two forms.

Formative assessment: - These are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria.

Summative assessment: - Should review pupil's ability and provide a best-fit assessment. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability through the year. Summative assessment should be recorded for all pupils, indicating whether they have met, exceeded or not met year group objectives.

- Once the children have completed a unit of work, the work is saved as evidence on the school's network or on the individual child's Purple Mash account. Other cross-curricular work can be saved, printed and placed in the appropriate books.

Resources:

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- A range of resources is available which successfully supports delivering the computing curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
- Audits of school resources are conducted regularly by the Computing Leader, which informs budget allocations.

- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders.

Inclusion:

- At Malpas Alport Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non- stated. We place particular emphasis on the flexibility technology brings to allowing pupils to access to technology is provided throughout the school day and in some cases beyond the school day.

Cross-Curricular Links

- As a staff, we are all aware that IT and computing skills should be developed through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as developing computing knowledge, skills and understanding.

Monitoring, Evaluation and Feedback:

- Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep track of pupils' progression on Purple Mash through Malpas Alport Primary School's assessment procedures. Evidence is expected to be kept with an online portfolio of work samples from all areas of the curriculum taught for the year group. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School-monitoring schedule.

Monitoring will be achieved through:

- Work Scrutiny.
- Learning walks.
- Observations.
- Pupil Voice.
- Teacher Voice.
- Reflective Teacher Feedback.
- Learning Environment Monitoring.
- Dedicated Computing Leader and Assessment Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Leader and Assessment Leader time.
- Using recognised standards documentation for end of year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/Staff meetings.

Roles and Responsibilities:

Head Teacher:

- Monitoring the implementation of the Computing Policies and its associated policy such as safeguarding, SEND and Internet Safety Policy.

- Ratifying (in conjunction with the *Governing Body*) the *Computing policy*, *Safeguarding policy* and *Computing Leader's Action Plan*.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budgets bids and setting them.
- Creating in conjunction with the *Computing Leader*, a long-term mission for *Computing*, which includes forecasted expenditure and resources.
- Monitoring the performance of the *Computing Leader* in respect to their specific job role description for *Computing*.
- Ensuring any government legislation is being met.

Computing Leader:

- Raising the profile of *Computing* for all stakeholders.
- Monitoring the standards of *Computing* and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for *Computing*.
- Maintaining overall consistency in standards of *Computing* across the school.
- Reporting on *Computing* at specific times of the year to the *Governing Body/ Head/ Staff*.
- Auditing the needs of the staff in terms of training/ CPD
- Actively supporting staff with their day-to-day practice.

- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision, which feeds into the whole school development plan.
- Keeping an up to date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the SENCO/ Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician:

- Conducts routine scheduled maintenance/ updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated costs.

Administration Staff:

- Maintains the School Website content
- Supports procurement of resources and technical services.
- Supports the technician with some of the data management.

Health and Safety:

- Malpas Alport Primary School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle electrical equipment correctly, including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.

Additional Policies

- Online safety policy.