William Law C E Primary School

Computing Policy

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 2nd February 2023

Signature:

Policy to be reviewed on: February 2026

This policy is written in line with the Christian values and ethos of our school

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1. Intent

At William Law we aim to prepare children for a rapidly changing world through the use of technology.
We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively, which will in turn help them to become skillful computer scientists. We want pupils at William Law to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

We want to model and educate pupils at William Law on how to use technology positively, responsibly and safely. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media – seesaw and twitter) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education.

2. Aims

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum computing (through the use of Kapow) for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Use technology as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use technology throughout their later life.
- To develop the understanding of how to use technology safely and responsibly.

The national curriculum for computing 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

3. Implementation

Specific skill based computing lessons are taught regularly and we utilise Chromebooks, iPads and filming equipment across the curriculum to enhance the children's learning experiences. Half-termly online safety is taught which covers 'internet safety and harms' and 'online relationships'

In Reception (through the EYFS area of learning 'Understanding the World') and Key Stage 1, children are taught to use equipment and software confidently and purposefully, to communicate and handle information and to support their problem solving, recording and expressive skills. In Key Stage 2, children extend their use of computing that they use for communication, investigation and programming and work to understand how to communicate safely.

4. Roles

4.1 The role of the co-ordinator

The school has two computing co-ordinators and one ICT technician who play an important part in achieving the school computing aims.

ICT Technician

- Co-ordinate the purchase, maintenance and distribution of hardware equipment.
- Manage the efficient running of the school network.
- Co-ordinate the purchase, maintenance and distribution of software.

Computing Co-ordinator

- Responsible for producing a computing action plan, subject story and keeping an up to date folder of evidence.
- To ensure teachers are accessing the Kapow Computing scheme of work, adapting these plans and teaching the content.
- To share and implement the computing policy across the school.
- To offer help and support to all members of staff in their teaching, planning and assessment of computing.
- To maintain resources and advise staff on the use of materials and equipment.
- Disseminate relevant information from developments in computing to all members of staff.
- Deliver relevant CPD

4.2 The role of the class teacher

- Individual teachers will be responsible for ensuring that pupils in their classes are taught weekly computing lessons, as well as using technology throughout the curriculum.
- To use the Kapow scheme of work as a basis for planning and delivering a computing curriculum which motivates and engages children.
- To use appropriate assessment approaches.

5. Planning

As the school develops its resources and expertise to deliver the ICT and computing curriculum it has invested in the Kapow Computing scheme of work. This forms the basis of planning throughout the school and covers all of the national curriculum objectives. Teachers are encouraged to adapt the Kapow plans to meet the needs of their pupils.

The Kapow Approach:

- Authored by primary computing specialists using free readily-available software
- In-built CPD for teachers: learn as you plan with help videos for teachers.
- A full scheme of work, easily adaptable to your teaching needs
- Clear progression of skills and learning throughout EYFS, KS1 & KS2
- Relevant cross-curricular opportunities
- Content mapped to Education for a Connected World framework

Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the national curriculum. During any teaching activities teachers should make sure lessons are suitable differentiated, including extension activities where appropriate.

6. Progression

Early years

Provision for Computing in EYFS is taught using Kapow. It teaches children how to use a computer, from learning about the main parts of one to logging in and out. Programming is also taught in the form of instructions as children begin to learn the importance of precise instructions. Hardware is explored and children are able to use Bee-bots to further enhance their learning on this. Finally, children are introduced to data handling through simple pictograms.

ICT does not focus purely on computers, it teaches children the importance of ICT in modern life such as using toasters and microwaves for cooking and pressing buttons to make toys work. Outdoor exploration is an important aspect which is supported by the use of walkie talkies and metal detectors to explore the world around them. Recording devices such as talking tins and iPads are available within the environment to help children to develop their communication skills. This is particularly useful with children who have English as an additional language.
Practitioners within the setting plan and assess ICT in a variety of ways. Children are taught the skills of using technological toys each week and this is specifically planned for. Adults use Tapestry programme to assess the children through observations and plan the next steps through this system. –

By the end of 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.
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By the end of 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.

7. Resources and access

- There are 3 laptop trolleys in school containing 30 laptops and 60 Chrome Books with internet access available to use in classrooms.
- There are 3 banks of 30 iPads with internet access available to use in classrooms.
- There are 15 Pitops with Raspberry Pi's.
- KS1 have access to Bee-bots.
- Reception classes have 15 iPads between them. They also have toasters, Bee-bots, metal detectors, remote control cars and toys.
- Laptops, Chrome Books and iPads are timetabled to ensure each class has access to these.
- Laptops, Chrome Books and iPads are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use. To ensure safe storage of these, they are locked at all times and access to the equipment is needed through the ICT technician's key.
- Each teacher has an iPad to be used to capture information and evidence.
- All children have an individual Chromebook login.

8. Assessment

9.

Through the Kapow scheme of work, children undertake a 'cold' task prior to the start of the unit and a 'knowledge catcher' at the end of a unit.

Computing work is recorded on seesaw, printed for books or saved on the googledrive. Teachers provide regular opportunities to assess children throughout the lesson

10. Equal Opportunities

All pupils regardless of race, gender or ability should have the opportunity to access a rich curriculum which allows them to apply their knowledge creatively, which will in turn help them to become skillful computer scientists.

We ensure that all our pupils:

- Have equal access to technology
- Have equal opportunities to develop their computing skills.
- Use software which is appropriate to their ability.
- Are challenged to reach their full potential.

11. Pupils with Special Educational Needs

Pupils with Special Educational Needs benefit from using technology as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Liaison with the SENDCo must be maintained to ensure that all software is available with the classrooms where they are required.

12. Health and Safety

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

- Pupils should not be allowed to switch on the power at the mains.
- Equipment should be situated away from water.
- Pupils should always be supervised when using electrical equipment.
- All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with City Council guidelines.

13. Security

- The computing technician is responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'acceptable use and online safety policy'. All staff, volunteers and children must sign a copy of this.
- Parents sign 'acceptable use policy' when children start school and at the start of each year.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.

14. Cross curricular links

As a staff we are all aware that computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and computing should be incorporated into schemes of work for all subjects. ICT and computing should be used to support learning in other subjects as well as develop ICT and computing skills.

15. Parental involvement

Parents are encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home. Parents are also invited to e-safety workshops.

SeeSaw is used to share work, celebrate children's successes and to communicate with parents. Class teachers are responsible for uploading photos onto SeeSaw that show the children's learning. Each child has their own SeeSaw profile and the pictures are uploaded onto that. The child's profile can only be viewed by their parents and that child. Children are also able to upload their own pictures, such as if they completed a reading target, but these need to be approved by the class teacher first before they appear on that child's profile. For all children, permissions were sought from parents before teachers could begin uploading.

Twitter is also used to share work and celebrate children's' successes with parents. Teachers tweet using the school Twitter login. On trips, for safeguarding purposes, no place names are used.

This policy will be reviewed every 3 years.