



Cardinal Newman Catholic Primary School

Computing Policy



MISSION STATEMENT

To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop his or her potential in the knowledge that they are uniquely created and loved by God.

Title	Computing Policy
Policy Agreed:	January 2020
Policy Review:	January 2021

Introduction

This policy document sets out our school aims, principles and strategies for the use of IT at Cardinal Newman Primary School. We are committed to preparing children with life skills, which will enable them to use a range of technology and will equip them with strategies for staying safe whilst using them. More information about E-Safety can be found in our E-Safety policy.



At Cardinal Newman, we intend our curriculum to enable us to be a community of growing in:



L ife skills – To stay safe, healthy and purposeful and to develop lifelong learning powers (Resilience, Risk-taking, Resourcefulness, Reciprocity, Reflection)

O pportunities for learning – success and challenge within and beyond the curriculum to achieve our full potential

V alues – guided by the Gospel to develop caring respectful relationships

E xperience of serving others - within and beyond the school community

Computing Curriculum

The Computing in the National Curriculum (2013) expectations split the teaching and learning of Computing into three strands (Computer Science, Digital Literacy and Information Technology).

Computer Science

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning.
- To develop children's understanding of technology and how it is constantly evolving.

Digital Literacy

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices.
- To promote pupils' spiritual, moral, social and cultural development.

Information Technology

- To develop IT as a cross-curricular tool for learning and progression.
- To promote learning through the development of thinking skills.
- To enable children to understand and appreciate their place in the modern world.

Teaching and Learning

Our Scheme of Learning is the Rising Stars Switched On Computing Scheme which is based on the National Curriculum guidelines. All units of teaching and learning are differentiated with additional assessment activities built in. Individual netbooks and iPads in classrooms support the development of Computing and IT capability by enabling independent learning; encouraging research, and allowing for the creative use of IT in all subjects. Digital projectors, interactive whiteboards and visualisers are positioned in all classrooms and are used as a teaching and learning resource across the curriculum. An immersive classroom further enhances the children's learning, emotive and language experiences and responses through cross-curricular exploration of ideas and themes.

Across Key Stage 1 and Key Stage 2, our children will use technology to:

- Learn Programming by using programmable toys, program on screen, through animation, develop games (simple and interactive) and to develop simple mobile apps.
- Develop their computational thinking through filming, exploring how computer games work, finding and correcting bugs in programs, creating interactive toys, cracking codes and developing project management skills.
- Develop computing creativity by illustrating an eBook, taking and editing digital images, shooting and editing videos, producing digital music, creating geometrical art and creating video and web copy for mobile phone apps.
- Investigate computer networks through finding images using the Web, researching a topic, finding out how the school network operates, editing and writing code, creating an e-safety micro-site, and planning the creation of mobile apps.
- Communicate and collaborate by producing a talking book, communicating clues, use email, produce wikis, create and write blog pages and design interfaces for apps.
- Understand the need for productivity as a life skill through creating a card electronically, record bug hunt data, create surveys and analyse results, record and analyse weather data, create virtual spaces and research the app market.

Teachers' planning is differentiated to meet the range of needs in each class. A wide range of teaching and learning styles are employed to ensure all children are sufficiently challenged.

Children may be required to work individually, in pairs or in small groups according to the nature of the task. Different outcomes may be expected depending on the ability and needs of the individual child.

Monitoring and Assessment

The school's attainment and progress in Computing is evaluated by the Computing Lead through gathering evidence of pupils' learning and observing teaching and learning.

Teachers assess the children's learning in Computing whilst observing them learning during lessons and this informs future planning of lessons.

Teachers record the progress made by children every term.

Equal Opportunities

Cardinal Newman 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 and Disabilities Co-ordinator and those children with a physical handicap have access to other devices, such as tablets and specialist software.

Children of higher ability are provided with extension tasks to further develop their IT skills, which offer challenge and opportunities for investigation.

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.

Pupil premium children have free access to Homework Club where technology is available.

Health and Safety

- To ensure the safe use of IT, learning 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 technician who must rectify the problem as soon as is convenient.
- Children should be encouraged to develop the correct strategy for closing laptops down.
- Teachers must ensure that all computers are fully logged off at the end of each Computing session.

Internet Safety

Internet access is planned to enrich and extend learning activities across the curriculum. However, we have acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies both in school and outside. A Home-school Agreement and Acceptable User Policy have been drawn up to protect all parties. To further ensure the safety of the children we will teach each class the rights and responsibilities of using the Internet.

The following is in place for internet use:

- A signed agreement between children, parents and the school acknowledges defined guidelines relating to use of the Internet.
- Access for every child from Reception to Year 6 and every member of staff is only through individual logons, which provide a very high level of security.
- Children working on the internet 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.
- Children will be taught to use email and the internet responsibly in order to reduce the risk to themselves and others.
- The E-Safety Policy directs the use of the Internet.
- The school has high expectations for using computers, which are formalised in the Acceptable Use Policy, signed by staff, parents and pupils.
- Filtering of all websites is in place and access is denied to inappropriate websites.
- All inappropriate behaviour is monitored and tracked through Securus.
- The Computing Development Plan directs the purchase of new resources and includes the ongoing replacement of outdated hardware and software.

More information can be found in the E-Safety policy.

Roles and Responsibilities

The head teacher, in consultation with the Computing leader and staff will:

- Determine the ways in which Computing and IT supports, enriches and extends the curriculum.
- Decide on the provision and allocation of resources.
- Ensure that Computing and IT is used in a way that achieves the aims and objectives of the school.

There is a designated Computing leader to oversee the planning and delivery of Computing and IT within the school through:

- Facilitating the use of IT across the curriculum in collaboration with all subject leaders.
- Providing or organizing training to keep staff skills and knowledge up to date.

- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the Computing and IT curriculum and reporting to the headteacher and governors.

Deployment of Computing/IT Resources

To enable regular and whole class teaching of Computing, each teacher has access to a bank of networked laptops and Learnpads. Each member of teaching staff has a class computer and kindle. EYFS teachers have an iPad. Every class has an interactive board linked to a main computer on the school network. Every class has a visualiser.