Blessed Dominic Catholic Primary School

Computing
Policy

Date of policy: October 2023
Next Review: October 2024

BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL

Mission Statement

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instill, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, empowering them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN- BELIEVE

Computing vision statement

In line with our mission statement, Blessed Dominic Catholic Primary endeavours for all pupils to be confident users and controllers of ICT in our continuously developing technological society.

To fulfil this need, we will provide pupils with a wide range of opportunities to develop and apply their Computing knowledge in a creative and confident way in a secure environment. We also aim to use Computing to support and enhance learning throughout the curriculum. We encourage the children to use what they have learned in class, both in school and in the outside world. We take Online Safety very seriously and children throughout the School are taught how to use technology appropriately.

Aims

Learning within computing should offer opportunities for all children to:

Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

- Develop an understanding of how to become responsible, competent, confident and creative users of information and communication technology

Training and support should offer opportunities for <u>all</u> staff to:

- Use ICT to support their work in the planning, preparation and delivery of teaching and supporting children's learning.

- Develop their skills and knowledge of Computing.

- Use ICT to assist with administration tasks and the recording of children's attainment through the use of optimum o-track.

- Use ICT (through use of Outlook Calendar and staff emails) to communicate with staff.

- Ensure utmost care of pupil data is taken in line with requirements set out in the online safety policy.

The teaching of Computing should offer opportunities for <u>all</u> children to:

- Develop Computing capability, in line with the National Curriculum and National standards.

- Develop their knowledge of what algorithms are and how they are implemented as programs on digital devices.

- Develop their logical reasoning skills to predict the behaviour of simple programs.

- Develop their ability to use ICT to support their use of language and communication in other areas of the curriculum.

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

- 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.

- Use ICT to work in collaboration with other children, within school, in London and from other cultures across the world.

<u>Present resource provision</u>

The school currently has:
30 Laptops that can distributed around the school.

Each classroom has 2-3 desktop computers stationed in them.

IPad's are accessible to share across all school year groups.

A class set of 30 Virtual Reality (VR) Headsets are available to link across the curriculum.

3D camera to be paired with VR headsets to take pictures when on school trips to interact with using headsets back at school.

Clever touch IWB's and Lumen visualisers in each classroom.

The school has a collection of Beebots and Probots which are suitable for the early teaching of programming in foundation stage and key stage one.

Every year group has access to an iPad used for recording and storying evidence.

The children are also encouraged to experience the wider applications of technology by using tape recorders, radios, CD players and other technological equipment within the school and the world around them.

In addition there is a variety of software suitable for all machines.

Responsibilities of Computing Leader.

Liaise with other members of staff to review the computing policy including the acceptable use policy for internet access (Online safety).

Liaise with the CPD co-coordinator and advise on training and support for whole staff and individual teachers.

Provide an action plan each year.

The computing Leader (together with the computing team) to hold an inventory of computers and peripherals, software licences, serial numbers and approximate purchase date and to update records of hardware.

Support other teachers in the use of developing computing across the curriculum.

Provide access to rooms on Google Classroom for teachers to manage their online classrooms.

Responsibilities of class teachers
To survey pupils on their access to computers and technology at home.

To build on pupils current knowledge of computing.

Teach computing skills in accordance with curriculum guidance ensuring that there is a focus on programming.

Discuss and develop rules for internet use- ensure that online safety is discussed with the children.

Integrate computing throughout the curriculum.

Display material which demonstrate and celebrate work.

Maintain a computing folder for each pupil.

Assess pupil's computational skills.

To inform the computing coordinator of the use of computing by providing planning, assessment and samples of work.

To report problems using the technicians book.
Ensure that resources, computers and laptops are used carefully and replaced neatly after lessons.

To manage their virtual learning environments.

Responsibilities of computing classroom assistants

The school has further deployed a Key Stage 2 teaching assistant.
Responsibilities include:

To support teachers and pupils.

Monitor suitability of software and report to the computing coordinator

Report faults promptly.

Liaise with the computing coordinator.

Technical support:
Technical support it provided by Ed-tech technical service. The technician visits the school every Wednesday. Services include networking, on-site repair and recommendations.

A technician's book is circulated every Tuesday to ensure the prompt reporting of faults and problems. The book can be found next to the server in the computer suite.

Present curricular plans
The Barnet computing framework has been edited in accordance with new curriculum guidelines.
The school has purchased a topic based scheme of work- cornerstones in which the computing curriculum will be integrated with other subjects.
In order to further help implement changes to the curriculum and help support staff with the changes to the curriculum the school has also purchased the rising stars scheme of work for computing.

Entitlement to the curriculum

All pupils have equal access and opportunities to use and succeed in Computing.

- Children have opportunities to work independently and collaboratively when using ICT and groupings are varied according to ability and the specific activity.

- Teaching staff, in line with the Assessment Policy, keep records of children's experiences and attainments. Assessments are recorded using tracking sheets.

- Children with Special Educational Needs use appropriate software to support their learning across the curriculum, particularly in Literacy and Numeracy and teaching support staff are regularly trained and briefed on using these programs successfully.

More Able and Talented

Pupils that are considered to be more able and talented in computing are recognised by staff and tracked using the schools system.

These pupils will be given opportunity to enhance and develop their skills further and encouraged to take part with extra-curricular activities offered.

As a school we will endeavour to celebrate and promote the talents and achievements of children more able and talented at computing.

Curriculum organisation

All teachers are encouraged to use technology during lessons when appropriate. Opportunities to use ICT should be provided in lessons across the curriculum.

The computing coordinator should ensure that there is a wide variety of software available. Training can be provided for those wishing to improve their knowledge of computing.

Computing will be taught discretely using the rising stars computing scheme of work. The children will then get the opportunity to apply their learning in a creative manner through topic based learning.

Assessment and record keeping.

On-going, formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children.

Children's computing capability should be monitored regularly in accordance with curriculum guidance and teachers should note Barnet's assessment requirements when carrying out assessment.

Samples of work should be kept for each child and they are used to create an evidence book - 'Digital Journey' - therefore kept as a hard copy. A digital assessment task should be created and QR codes for these will be saved on the shared drive, in order to support SL Computing PowerPoint. After each unit of work CT should complete the Computing Tracker, indicating the children WT,WA and WGD in Computing, noting on the children who are disadvantaged and those with SEN. Use of Kahoot, Room.xyz, Padlet and other online tools will support teachers to create assessment tasks, in order to assess the children's understanding.

Foundation stage staff should record children's progress using observations and through discussion with the children and noted on Tapestry as well as additional QR codes and photos saved on the shared drive.

Professional development

A staff skills audit should be undertaken every year to ensure the staff feel confident in the use of ICT.

Any staff who have attended courses could train others during insets and staff meetings.

New staff will be informed of the computing policy and supported by the computing leader and members of the SLT.

Access to internet.

See online safety policy.

Links to school development plan

The computing leader produces an action plan each year outlining a set of targets.

An audit of resources will be undertaken yearly.

Staff training needs will be met through the use of audits and arranging training for individuals as required.

A parent computer session will be held each year (in line with restrictions).

An enrichment club for children who show a talent or keen interest in computing, will be available to teach the children how to code.

Review and evaluation period.

As the curriculum is undergoing great change it will be the responsibility of the computing coordinator to review the policy and the effectiveness of the scheme of work and make necessary changes with the support of the SLT.

Health and Safety.

Food and drink should not be consumed near computing equipment.

Computing equipment should be stored securely and cleaned regularly. The computer suite should be left clean and tidy after use.

Staff should ensure children are seated comfortably and make them aware of the dangers of continuous use (eye/wrist strain).

An adult should monitor children's use of the internet. Although the service provider does filter information in case of an online safety incident staff should report this in the online safety book and the children should be aware that they can press on Hector the protector if they see anything that makes them feel uncomfortable.

If staff are informed by children of misuse on the internet at home all incidents should be reported to the schools child protection officer.