



## **Computing Policy**

### **Introduction**

At Four Oaks Primary School we aim to inspire a lifelong love of play, design, code and inventions with technology.

From September 2020 we will be using the 'Knowsley City Learning Centres Computing Scheme of Work' to form the Computing curriculum at Four Oaks Primary. The curriculum will ensure that children will learn key skills within the three core computing strands: digital literacy, computer science and information technology.

### **1. Aims and Objectives.**

The aims of computing in our schools are:

- to enjoy using technology;
- to choose and use appropriate applications with confidence and a sense of achievement, develop practical skills in the use of technology;
- to be able to apply these skills to the solving of relevant and worthwhile problems, understand the capabilities and limitations of technology and the implications and consequences of its use;
- to have a basic understanding of coding and how the web works;
- to evaluate online information and be social media 'savvy';
- to understand online safety rules and know how to report and block;
- to be proficient with word processing and able to use cloud storage;
- to create visually engaging content/presentations in order to present learning to others;
- to have experience of online collaboration and using communication tools;
- to know the concept of personal archiving and possess their own portfolio of work.

### **2. Principles and strategies for the use of technology**

**2.1** Technology is important because its use is widespread in the modern technological world and is likely to continue to grow. Technology skills are recognised as cross-curricular within the National Curriculum and their use is called for or assumed in all subjects to support and enrich pupils' learning. It is also a knowledge and skill area in its own right. As in other areas of the curriculum we incorporate the requirements and recommendations of the National Curriculum into our planning and assessment at class, year and school level. Every pupil will have appropriate experience in all the areas identified in relevant Department for Education (DFE) documents and guidance.

**2.2** In order to ensure that valuable areas of experience are covered, technology use is integrated into the curriculum followed throughout the school, including Early Years. Pupils will have experiences of a variety of technology that allows teachers to provide for progression of skills, concepts and applications. The type of technology to be used for the curriculum throughout the school is shown in 'Knowsley City Learning Centres Computing Scheme of Work' individual lesson plans. All classes will have equal access to the Computing Suite for whole class work, as well as fair access to the bank of laptops, iPads and use of the 4D Room to enhance their learning. Pupils will have the opportunity to work individually, in pairs and in small groups, and will experience the frequent use of a range of technology in their own classrooms. Pupils will become increasingly independent in their use of technology and the choice of equipment required for

any given curriculum activity. This aim should be kept in mind from the earliest contacts pupils have with computers, by informing them clearly why they are using a computer for a particular activity.

### **3. Equality of Opportunity**

**3.1** All pupils should develop positive attitudes towards technology; they should develop an understanding of the potential of technology and show confidence and enjoyment in its use. Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence. Pupils who experience difficulty with mastering the technology or just work more slowly should be allowed extra time or opportunities to work with technology. All reviews of provision for pupils with special needs should include consideration of a child's access to a computer or laptop. Consideration should be given to the most appropriate input device for all pupils but especially those with special needs.

### **4. Computing curriculum planning**

**4.1** At Four Oaks Primary, we use the national curriculum and the 'Knowsley City Learning Centres Computing Scheme of Work' to plan our computing curriculum. We carry out curriculum planning in computing in three phases (long-term, medium-term and short-term). Computing activities consider the breadth of study and knowledge, skills and understanding pupils should acquire and the technology they should become familiar with are integrated into the whole curriculum.

**4.2** Subject leaders, supported by the computing lead where appropriate, are responsible for identifying needs and opportunities for the use of technology within their subject area.

**4.3** Our long-term plans and medium-term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit and ensure an appropriate balance and distribution of work across each term.

**4.4** Using the 'Knowsley City Learning Centres Computing Scheme of Work' lesson plans and activities are used to structure each computing lesson. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

**4.5 Computing strands:** Our curriculum will ensure all children know and learn the key skills set out in the three computing strands.

**Digital Literacy:** Elements studied will include communicating, collaborating and E safety, multimedia, digital imagery – including Internet services – on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information sound.

In Key Stage 1 pupils will be taught to:

- use technology safely and responsibly; recognise acceptable/unacceptable behaviour; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- recognise common uses of information technology beyond school.

In Key Stage 2 pupils will be taught to:

- use technology safely and respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- be discerning in evaluating digital content.
- understand the opportunities (networks) offer for communication and collaboration.

**Information technology:** Elements studied will include data handling, research (using the Internet and computer software).

In Key Stage 1 pupils will be taught to:

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

In Key Stage 2 pupils will be taught to:

- 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 search technologies effectively.

**Computer science:** Elements studied will include control and monitoring, floor and screen turtles programming, modelling and simulation.

In Key Stage 1 pupils will 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.
- use logical reasoning to predict the behaviour of simple programs.

In Key Stage 2 pupils will be taught to:

- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- 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.
- 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.
- appreciate how (search) results are selected and ranked.

## **5. The roles and responsibilities of staff**

**5.1** Computing leader is responsible for reviewing and updating the School's policies relating to computing, monitoring standards of achievement and progression, induction of new staff, the coordination of assessment and the direction and supervision of the work of technicians. Computing lead will also offer advice on and demonstrate new peripherals as well as appropriate software when requested or appropriate, liaise with other curriculum leaders to ensure effective use of TECHNOLOGY in their areas and keep abreast of new software, particularly that which could be appropriate for our research project work or pupils with Special Needs.

**5.2** The classroom teacher is responsible for the delivery of the policy and the work as well as the care and security of the software and hardware in their classroom and other shared areas such as the computing suite. The school is corporately responsible for ensuring that copyright regulations are not infringed.

## **6. Monitoring, Recording and Assessment**

- 6.1** We assess children's work in computing by making informal judgements as we observe them during each computing lesson. Teacher assessments are made at the end of each unit on a half termly basis and are recorded on a tracking assessment document.
- 6.2** A comment on each child's progress and ability to use a computer with confidence and competence across a variety of applications is made in the annual report to parents.
- 6.3** The computing lead will keep samples of children's work in their Subject Leader File. These will demonstrate what the expected level of achievement is in history for each age group in the school.
- 6.4** Twice-yearly pupil voice sessions are conducted. Attainment, progress, accessibility and engagement are interrogated throughout the discussion with strengths, areas for development and matters arising identified.
- 6.5** Monitoring of the standards of children's work and of the quality of teaching in computing is the responsibility of the computing subject leader. The work of the computing subject leader also involves supporting colleagues in the teaching of computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The computing subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

## **7. Resources**

**7.1** The computing lead will arrange for the care and security of central technology resources including master copies of all software in use on the school's computers, master copies of documentation, kits of hardware and associated software for control and measurement activities. Responsibility for other equipment such as video and sound recorders, microphones, piano keyboards, televisions and video recorders (with the exception of any permanently attached to the Interactive Whiteboard), electronic toys etc. lie with the purchasing coordinator and should be kept in the server room or 4D room when not in use. The computing lead will offer training, advice and INSET on new equipment and technologies and support their introduction into classrooms use.

**7.2** Wireless laptops bought to support the curriculum are for the use of pupils. School laptops used at home should not be used for any activity in contravention of the school's acceptable internet use policy, such as illegal file sharing (See Acceptable Usage Policy).

The school will pay for and install anti-virus software but any Internet connections for use at home are the responsibility of the staff member. Staff should carry out any updates when requested by the school or hand the laptop into the school for updating when requested.

**7.2** iPads are available for all children to use. They must be kept in the charging units and returned to the 4Droom when they are not in use. Staff must promote the importance of looking after school technology and taking care when using technology in school. The computing lead will monitor app updates and installing new app using the 'Meraki Desktop'.

## **8. Access and Privacy**

(see also Acceptable Usage Policy)

The school's computers should not be used at any time for downloading, copying or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space be stored on our servers.

Users wishing to download and copy large files to a CD should discuss it with the computing lead. No user should attempt at any time to install any software of any kind onto the school's network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the computing lead or headteacher should first be sought, the licence checked and the relevant media handed to the computing lead to arrange for installation and seeking advice from technicians. All users of the network must be aware that their user areas and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy may be removed. All use of the school's technology resources should be in line with this policy and the rules laid out in the school's Acceptable Usage Policy.

## **9. Health and Safety**

Computing equipment should be treated with the same care as any other electrical equipment. Pupils should be encouraged from the earliest age to consider and adjust their posture when using the keyboard in order to avoid strain to the arms and back. Staff should consult the SENCO with regard to any implications of the use of technology for known medical conditions e.g. epilepsy, visual impairment.

## **10. E-Safety**

Cyber bullying is taken seriously in our school and so all safeguarding procedures should be followed with regards to the use of electronic devices. As well as completing whole units of work based on E-safety, the children will have one E-safety lesson during the first week at the beginning of every half term. Information is kept on the school website about how to keep children safe online for parents to access.

**Date:** March 2025