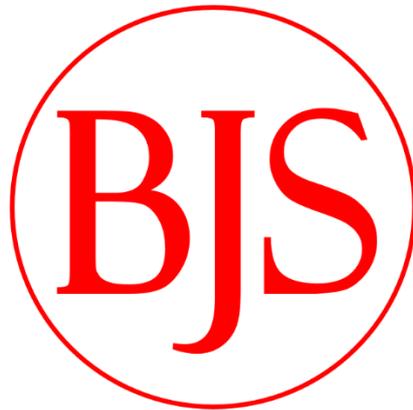


# **Busill Jones Primary School**



## **Computing Policy**

**Mr T Critchlow**

**September 2019**

**Approved by Chair**

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**Review Date**

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## 1 Aims

1.1 Computing is changing the lives of everyone. Through teaching Computing, we equip pupils to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for pupils to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling pupils to be confident, creative and independent learners. Alongside this, there is a constant underpinning of E-Safety, where pupils are explicitly taught - through E-Safety lessons - or reminded about how to keep themselves and their data safe on the Internet, and the appropriate behaviour associated with this.

The aims of Computing are to enable pupils:

- to develop their Computing skills
- to apply their Computing skills and knowledge to their learning across the curriculum
- to use their Computing skills to develop their language and communication skills;
- to develop Computing capability in finding, selecting and using information;
- to use Computing for effective and appropriate communication;
- to use information from hardware and software in appropriate and creative ways;
- to apply hardware and software to creative and appropriate uses of information;
- to explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.
- to become producers, as well as users, of Computing content

## 2 Teaching and Learning

2.1 As the aims of Computing are to equip pupils with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give pupils direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of pupils to use computers and other electronic devices to help them in whatever they are studying. For example, pupils may research a history topic by using a piece of software, investigate a particular issue on the Internet, or create evaluative or descriptive work on subject areas they have covered in class. Pupils who are learning science could use the computer, or other electronic device, to model a problem or to analyse data. We encourage the pupils to explore ways in which the use of Computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

We recognise that all classes have pupils with widely differing Computing abilities. This is especially true when some pupils have access to Computing equipment at home, while others do not. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and experience of the pupil. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all pupils complete all tasks);
- grouping pupils by ability in the room and setting different tasks for each ability group;
- pairing mixed ability pupils;
- providing resources of different complexity that are matched to the ability of the pupil;
- using classroom assistants to support the work of individual pupils or groups of pupils.



### **3 Computing Curriculum Planning**

**3.1** The Trust uses the national curriculum for Computing as the basis for its curriculum planning. Where possible lessons are linked to topics covered in that half term. To support staff in this process the Rising Stars scheme is used as a planning guide. E-safety aspects are embedded with the Rising Stars scheme.

**3.2** We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the Computing topics that the pupils study in each term during each key stage. Our long-term Computing plan shows how teaching units / Computing skills are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

**3.3** Our medium-term plans, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The Computing co-ordinator is responsible for keeping and reviewing these plans.

**3.4** The class teacher is responsible for writing the short-term plans with the Computing component of each lesson. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the Computing co-ordinator discusses them on an informal basis as required. Wherever possible, Computing will be used on a cross curricular basis through other subject lessons.

**3.5** The topics studied in Computing are planned to build upon prior learning. We offer opportunities for pupils of all abilities to develop their skills and knowledge in each unit. We also build planned progression into the units of work, so that the pupils are increasingly challenged as they move through the school.

### **4 Foundation Stage**

**4.1** During the Foundation Stage, which includes nursery and reception, pupils are given opportunities to develop an interest in Computing. The Computing aspects of pupils' work are related to the Early Learning Goals and the foundation stage profile which underpin curriculum planning for 3 - 5 year olds. The pupils are given opportunities to use a range of Computing equipment including simple computer programs, programmable devices, iPads, cameras, CD/MP3 players, BeBots, laptops and voice recorders. They are also encouraged to identify Computing in the local environment.

### **5 Cross-curricular Computing**

**5.1** Computing contributes to teaching and learning in all curriculum areas. For example, interactive whiteboards are used as a teaching tool, graphics link in closely with work in art, and work using databases supports data handling in mathematics. The use of the school library and the Internet prove very useful for research in humanities subjects and enhancing global citizenship. CDs and MP3's help to enhance music lessons. Furthermore, iPads can be used for a broad variety of research and content creation applications to allow pupils to express, evaluate and access ideas. Computing enables pupils to present their information and conclusions in the most appropriate way, with the facility to draft and re-draft as necessary. Computing is also used to record evidence of the pupils' learning using video recording equipment.



## **6 Special Educational Needs and Disabilities (SEND) and English as an Additional Language**

Although these two groups of pupils have many of the support and intervention strategies in common, they are two distinctly separate groups of pupils. EAL pupils must not be seen as SEN pupils because they have limited English language at the early stages of their language development. The majority of EAL pupils will be of average or higher ability, with the purpose of EAL support being to give these pupils access to the curriculum at an appropriate level by supporting their language needs. However, as in all ethnic groups, there will be EAL pupils that also have a special educational need.

**6.1** At Busill Jones Primary School we teach Computing to all pupils, whatever their ability or level of language development. Computing forms part of our Trust curriculum to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of pupils in respect of both learning difficulties and language development. In some instances, the use of Computing has a considerable impact on the quality of work that pupils produce; it increases their confidence and motivation. When planning work in Computing, we take into account the targets in the pupils' EHCPs or individual support plans.

## **7 Assessment and Recording**

**7.1** Teachers assess pupils' work in Computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses it and comments as necessary. At the end of a unit of work they make a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment through observations, and we highlight achieved sections using the attainment targets. We use this as the basis for assessing the progress of the pupils and to pass information on to the next teacher at the end of the year. Evidence of learning is recorded in Topic books in the form of photos and teacher comments.

## **8 Resources**

**8.1** At Busill Jones Primary School, all teaching staff have a laptop and pupils have access to our bank of 15 laptop computers, with all computers fully networked. The school has monitored & filtered Internet access for all computers. We also have a bank of 20 tablets to be used across the school. Most resources in school are in digital form. Where appropriate any related media is kept by the subject leader.

**8.2** Access to the Internet is available through the school network. See E-safety policy / Acceptable Usage Policy.

**8.3** See Appendix 2

Where possible teachers make use of open source and web based services to support learning.

**8.4** All Key Stage Two pupils are provided with local system accounts to store their work as well as networked shared areas. Pupils are provided with online account credentials for services such as, Microsoft Office 365. These accounts allow for computing tools to be used both in and out of school. Pupils are issued with a unique username and password that remains in school and pupils are taught the safety implications of such systems. S4S (technical support service) removes email and 'chat' services. Emails can be sent and received within the school domain only.



All online activity is monitored, using S4S services and Senso software, who inform the school of any incidents. A weekly log is sent to the co-ordinator who additionally monitors this and raises any concerns with the Head Teacher.

**8.5 General Data Protection Regulation (GDPR)** All third party vendors (Microsoft, S4S, Librarian software etc.) comply with legal G.D.P.R. protocols. All pupil data linked to computing, such as accounts, are processed in accordance with school's wider policy on G.D.P.R.

## 9 Monitoring and Review

The monitoring of the standards of the pupils' work, and of the quality of teaching and planning in Computing, is the responsibility of the Computing co-ordinator. The Computing co-ordinator is also responsible for supporting colleagues in the teaching of Computing, for keeping staff informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. This will include, on an as-required basis, the provision of appropriate INSET. The Computing co-ordinator gives the Head of School a termly summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement as required. The Computing coordinator also reports to Governors termly through the Head of School's report. The Computing co-ordinator has specifically allocated release time for visiting classes to monitor the teaching of Computing, visiting other schools / training facilities, and for working alongside the school technician to bring about improvements in the school's Computing provision. Samples of pupils' work will also be monitored as part of the monitoring cycle. This policy will be reviewed annually unless there are any changes within the Trust.

**9.1 Internet safety Guidelines** Busill Jones Primary School makes use of an exemplar scheme of work (Rising Stars) that incorporates e-safety lessons throughout the school. Additionally teachers add to this with special events (Internet Safety Day), assemblies and cross-curricular lessons. Detailed information can be found within the E-Safety Policy.

**9.2 Acceptable Usage Policy (AUP)** The following outline to all members of our community the standards that we expect and the behaviours that must be adhered to. All pupils are introduced to the AUP through age appropriate teaching as modelled by the class teacher.

### 9.3 Roles and Responsibilities - Pupils

Pupils should follow the guidelines laid out in the ICT Acceptable Use Policy for Pupils. They should ensure that they use the computers and equipment appropriately at all times. It is expected that children will follow the school's Behaviour Policy when working online. They are also expected to adhere to the school's Anti-Bullying Policy. If the children fail to do so, then the procedures outlined in these policies will be applied.

### 9.4 Roles and Responsibilities - Parents

Parents are asked to sign the Internet Use Agreement and to discuss this with their child. Parents should stay vigilant to the websites and content that their children are accessing and try to talk to their child about e-safety and the use of the internet. If they have any questions or concerns then they should speak to their child's teacher, the Computing co-ordinator or the Headteacher.

### 9.5 Roles and Responsibilities - Governors and visitors



School governors should abide by the guidelines set out for staff and ensure that any use of computers and equipment within school is carried out in accordance with this. If either a visitor or governor wishes to have a temporary account to log on to the school network, they should speak to the Computing co-ordinator.

## **10 Sustainability and Environmental Impact**

Hardware is disposed of safely and securely in accordance with current regulations.

### **10.1 Backups**

The data stored on the school's network is backed up by S4S technicians. Data is stored across the Academy Trusts' systems. Staff need to notify the Computing Co-ordinator immediately if they realise something has been accidentally deleted so that copies of files can be recovered.

**10.2 Technical Support** A detailed description of any equipment failure or error should be recorded by staff in the S4S online ticketing service by the desktop icon IT CALL LOG. Hardware and software technical support is provided remotely and on-site by S4S on the allocated day of support.

**11 Prevent Duty** Schools are expected to ensure children are safe from terrorist and extremist material when accessing the internet in school. This is achieved at Busill Jones Primary School by establishing appropriate levels of filtering in partnership with S4S. Full filtering is currently in place which, amongst others, blocks access to social media sites and You Tube. Teachers have access to a reduced level of filtering.

### **11.1 Internet and E-mail**

The internet may be accessed by staff and by children throughout their hours in school and users are responsible for ensuring that they have logged off so that other users cannot access previously accessed sites. Staff need to be vigilant as to the sites children are accessing and children should not be using the internet unattended. The teaching of email, internet use and other aspects of e-safety will be covered within the computing curriculum planning, but staff should encourage regular dialogue that explores the benefits and potential dangers of using the internet. If users, especially children, see an inappropriate website or image, they should minimise the page immediately and report the site to their class teacher who will report this to the Computing coordinator. S4S and SLT will be contacted to attempt to get this site blocked.

Staff are provided with a school Office 365 email address and need to follow the guidelines in the Staff AUP when using this.

### **11.2 Social Media**

As a school we recognise that social media and networking are playing an increasing role within every-day life and that many staff are users of tools such as Facebook, Twitter and blogs for both personal and professional use. We will ensure that staff and children are kept fully aware of risks and issues that may arise and ways in which to minimise these risks. Staff should apply the guidance given in the Staff AUP and Social Media policies with regard to social networking.

### **11.3 Copyright**

Copyright of materials should be respected. Staff should check permission rights before downloading material, particularly images from the internet, and/or copying from printed materials.



Children will be taught that it is not acceptable to take images directly from the internet without permission for use and to start referencing the sites they have used.

#### **11.4 Responding to unacceptable use by pupils**

Pupils should be aware that all e-safety issues will be dealt with quickly and effectively. When dealing with unacceptable use, staff should follow the Behaviour and Anti-bullying policies as necessary.

#### **11.5 Responding to unacceptable use by staff**

Failure to comply with the guidelines and expectations in the Staff AUP could lead to sanctions and possible disciplinary action in accordance with the school's policies and the law.

#### **11.6 Acceptable Use Policy - Governors and Visitors**

Visitors may be provided with accounts to our network and/or online systems on a case-by-case basis, depending on the purpose of the account requested. Users will be expected to follow the guidelines as set out for staff and understand that accounts may be removed at any time.



## Appendix 1

### Cyberbullying

Cyberbullying can be defined as the use of Information and Communications Technology (ICT) deliberately to upset someone else and may involve email, virtual learning environments, chat rooms, social networking sites, mobile and landline telephones, digital camera images and game and virtual world sites.

Through Computing lessons, assemblies and PSHE, children will be taught the <b>SMART</b> rules: <b>SAFE</b>	Keep safe by being careful not to give out personal information online.
<b>MEETING</b>	Never agree to meet anyone that you chat to on the internet; they may not be who you think they are. You can't be sure who you're talking to on the Internet.
<b>ACCEPTING</b>	Do not accept unusual e-mails. They may be trying to tempt you into opening them. They could contain viruses that can damage your computer. If this happens to you, tell an adult.
<b>RELIABLE</b>	Information on the internet may not be true – anyone can upload material to the internet. Always double check any information on a more reliable website.
<b>TELL</b>	If anything makes you feel worried tell your parents, teachers or an adult that you trust. They can help you to report it to the right place Or call a helpline like ChildLine on 0800 1111 in confidence.

## Appendix 2

<b>Item</b>	<b>Product Type</b>	<b>Quantity</b>
Interactive white Boards	SMART MX series	4 – KS1
Interactive white Boards	Clever Touch	4 – 2xEYFS, 2xKS2
Interactive white Boards	SMART 300 Series	6 - 4x65inch 2x50inch
Interactive white Boards	SMART 600 Series	1
Projectors	Casio Green slim	3
Projectors	Casio	1
Projectors	Hitachi A100	1
Projectors	NEC	1
Staff laptop	Lenevo Thinkpad	15
Staff laptop docking Station	Lenevo Dock	15
Laptop Old	Stone	20
Laptop New	Stone	5
Laptop CAB UKS2, LKS2, KS1		3
Laptop Cab Silver		1
iPad charging unit KS2 – Black		1
iPad charging unit KS1 - White		1
iPads – Black S2 – KS2	Apple	10
iPads Air White - S 1 – KS1	Apple	7
iPads Air White – S 1 - EYFS	Apple	6
Beebots - EYFS		3
PC's		24
<b>Extra</b>		
Sound Amps		5
Sound Lecturn		3
Sound Mixing Desk		3
Digital Signage	ProScan TV	1

Digital Subscriptions	Cost Per-Annum
Website	SLA
2simple? (EYFS)	SLA
TTrockstars	SLA
Spag.com	SLA
Spelling shed	SLA

