THE HOLY FAMILY
CATHOLIC PRIMARY SCHOOL

www.holyfamily.herts.sch.uk
admin@holyfamily.herts.sch.uk

Computing Policy

Document Date: 14.07.23
Review Date: 14.07.24

OFSTED July 2019

Pupils feel safe in school and believe that the adults take good care of them.
The quality of teaching, learning and assessment in the school is strong.

Catholic Schools Inspection February 2023

'The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.'
'Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.'
'Prayer is central to life in Holy Family.'

At The Holy Family School we are committed to Safeguarding Children

As a family we live, love, learn and celebrate with Jesus

1

Computing Policy

This policy has been developed by the computing lead in consultation with the Leadership team and teachers. Pupil, parent and staff questionnaires will help to shape this policy. It is based on government recommended and statutory programmes of study.

Our school believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays, not only in supporting the Computing and whole school curriculum but overall, in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and support for the needs of all of our pupils.

Aims
- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.

- Enthuse and equip children with the capability to use technology throughout their lives.

- Give children access to a variety of high quality hardware, software and unplugged resources.

- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, when engaging with technology.

- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.

- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

- Provide technology solutions for forging better home and school links.

- Utilise computational thinking beyond the computing curriculum.

Implementation

Curriculum
As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve their full potential in computing.

The skills progress throughout each Key Stage to ensure learning is pushed forward. See below our outcomes for each Key Stage:

<u>**Early Years**</u>-

We provide our pupils with a broad, play-based experience of computing in a range of contexts.

We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

<u>**Key Stage 1**</u>
- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

<u>**Key Stage 2**</u>
- Design and write 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; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works 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 worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Inclusion

We aim to enable all children to achieve their full potential. This includes children of all: abilities, social and cultural backgrounds, those with disabilities, EAL speakers. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

Homework

Purple Mash is used across the school to provide a consistent approach to homework. A task is set online each week by the class teacher and is expected to be 'handed in' online by a specified date. This homework is acknowledged and checked by the teacher with a comment online. Any children who are unable to complete the homework due to the lack of resources, can complete the task using a school Chrome Book when appropriate.

Safeguarding: online safety

Online safety has a high profile throughout the Purple Mash Scheme of Work. Pupils needs are met through the following:

- A relevant up-to-date online safety curriculum which is progressive from early years to the end of Year 6
- A curriculum that is threaded throughout other subject curriculums and embedded in the day to day lives of our pupils.
- Training for staff which is relevant to their needs
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs
- Through our home/school links parents are kept up to date with relevant online safety matters. They know who to contact in school if they have concerns
- Pupils, staff and parents have acceptable use policies which are signed
- Our online safety policy clearly states how monitoring of online safety is undertaken and any incidents are dealt with
- There are filtering and monitoring systems for all our online access.
- Data policies stipulate how we keep confidential information secure.

Impact/Assessment

Each year has a scheme of work. For each unit within your scheme there is a "KNOWLEDGE ORGANISER" which sets out: key learning, key resources, key vocabulary, key images and key questions for the whole unit of work.

After each unit, teachers use the Schemes of Work document on the shared drive (Curriculum- Computing- Assessments) to decide what level children are working at. Unless stated, it is assumed that the children are working at the expected outcomes for each unit. Only children not achieving the expected outcomes (Working toward ARE- Emerging) or those exceeding them (working above ARE- Excelling) need to be listed. These children's names should be written down in the given boxes on the document. Underneath, you should work out a: WT percentage, ARE percentage, ABOVE percentage for your class. To reach these judgements, teachers should refer to the Assessment Guidance for each unit which explains, in detail, what emerging/expected/excelling would entail or look like.

Each class uses the 'Assessment Tool' at the end of the year. This is an excel document which links all of the National Curriculum Statements to the schemes of work. Teachers should input all of their class's individual names and then select whether that child is: emerging, expected or excelling at that statement. At the end, it will calculate an overall percentage for that child. From this, you can decide whether the child is ARE, working towards ARE (emerging), Working above ARE (excelling).

In terms of assessment, the below list will outline the responsibilities of class teacher in regards to computing:
- Teachers should keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool
- Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress
- Summative assessment is undertaken in line with the assessment cycle. Using electronic work samples, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash.

Leadership and Management
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development
- Ensuring assessment systems are in place for Computing
- Maintaining overall consistency in standards of Computing across the school
- Reporting on Computing at specific times of the year to the Head/Staff
- Ensuring pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives
- Attending training and keeping abreast with the latest educational technology initiatives
- Using nationally recognised standards to benchmark Computing
- An itemised list of all resources is kept up to date by the Computing Leader
- Creating bids for the annual budgets and monitoring budget spend
- Procuring physical and online resources that demonstrate best value
- Reviewing the Computing curriculum and developing it as needed
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan
- Ensuring parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.

Monitoring and Evaluation

All teachers are expected to track children's work using Purple Mash. Each class has been asked to have a whole class file online to store evidence for Computing. Evidence can also be kept on the RMSTAFF drive under RMSTASS/ Curriculum/Computing/ Evidence/ Year Group.

Monitoring will be achieved through:

- Work scrutiny
- Learning walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring
- Dedicated Computing Leader and Assessment Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Leader time
- Using recognised standards documentation for end-of-year expectations
- Using recognised national standards for benchmarking Computing provision in primary schools
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings