



Cromwell Learning Community Computing Policy 2021-22

Review July 2022

Rationale

The school believes that:

The value of ICT goes beyond the National Curriculum and offers advantages in developing children's social and personal development. Competence in ICT encourages self-confidence and opportunities for collaborative work. It enhances many social skills involving cooperation and sensitivity to others and provides a focal point to encourage home/school links. ICT promotes and enhances teaching and learning throughout all curriculum areas within the school, improving access to the curriculum. ICT provides essential means for some pupils, especially those with special educational needs, including sensory, physical or learning difficulties, to express their ideas and build on a positive self-image.

Computing has been a compulsory part of the national curriculum for schools in England at all key stages from September 2014. The curriculum ensures primary school Children have practical experience of designing and writing computer programs, and that they can understand the fundamental principles of computer science. It is also essential that children are educated and know how to stay safe online and can reduce the risk to themselves when they are on line either at school or at home (see online safety policy).

Aims

At Cromwell we aim to provide a Computing and Digital Literacy curriculum that supports the overall aims of the school and develops knowledge, skills and understanding that will enable children to respond to the demands of a rapidly changing society.

Children from the age of 5 will be taught what algorithms are and how they are used in digital devices - they will also learn how to write and test simple programs and to organise, manipulate and store digital content. In Key Stage 2, pupils will be taught to understand computer networks including the internet, and how they can provide a range of services, such as the worldwide web.

As a school, we recognise that future jobs will require excellent digital skills, so improving Digital Literacy (by which we mean those capabilities essential for living, learning and working in a digital society) is a key component for developing effective and employable learners. Elements of Digital Literacy feature in the new Computing curriculum and we will ensure our offer is a balance of Computing and Digital Literacy. In addition, we will teach the importance of online safety to our children to ensure they are well equipped to go online safely both inside and outside of school.

CURRICULUM

We use the Twinkl Planit Computing schemes of work throughout the school – which meets the requirements of the Computing requirements of the National Curriculum.

ICT is used across the curriculum as well as being taught as a specific skill.

The school hardware is used continuously and our up to date Computer Room is timetabled.

Teachers are expected to employ a range of strategies and to use their professional judgement to decide which are appropriate administration techniques for each pupil. They are also expected to intervene as appropriate to reinforce an idea, teach a new point, challenge and extend pupils' knowledge and understanding of their activity.

ONLINE SAFETY CURRICULUM

At Cromwell Primary School we recognise the importance of online safety and promote online safety at all times for all pupils and staff (see online safety policy). As a school we ensure that each computing lesson starts with an online safety message. In addition to this we have an annual internet safety week and termly assemblies which educate and remind the children of potential dangers and how they can protect themselves. The school also has pupil 'online guardians' who will help spread the importance of online safety to their peers around school. Our online safety curriculum links in with our PSHE / wellbeing curriculum and is explained in more detail in our online safety policy.

MANAGEMENT AND ORGANISATION

Each member of staff is responsible for planning, implementing and assessing Computing and Digital Literacy for their own class, but help may be sought from the Computing Lead.

The Computing and Digital Literacy curriculum is carefully developed, monitored and evaluated by the class teachers and the Computing Lead.

Staff at all levels receive appropriate training to extend their confidence in the use of a wide range of applications of Computing and Digital Literacy and in new and exciting equipment.

The Computing Lead is responsible for:

- Writing and updating the school's Computing and Digital Literacy policy
- Ensuring consistent implementation of the policy
- Ensuring that class teachers undertake assessment and recording of each pupil's progress
- Organising resources to support Computing and Digital Literacy

- Ensuring all staff have access to ICT facilities
- Identifying what Computing and Digital Literacy support is needed by individual staff
- Assisting staff to incorporate Computing and Digital Literacy into their planning and lessons
- Arranging in-service training and support
- Monitoring and reviewing Computing and Digital Literacy practice and provision
Involving staff in the review and development of Computing and Digital Literacy
- Keeping up to date with the relevant use of Computing and Digital Literacy in schools

The class teacher is responsible for:

- Developing the pupil's Computing and Digital Literacy capabilities in accordance with the school's policy, ensuring that each pupil has equal access to Computing and Digital Literacy resources
- Monitoring and evaluating each pupil's Computing and Digital Literacy experiences
- Determining the next stage in each pupil's use of Computing and Digital Literacy, ensuring continuity and rigour
- Keeping records of pupils' Computing and Digital Literacy achievements and assessing each pupil's attainment
- Developing their own capabilities to support teaching and learning
- Before every lesson the class teacher will remind children about how to use the Internet safely and refer to the poster on display. They will monitor and report e-safety incidents in line with the AUP (Acceptable Use Policy).
- Teaching assistants and other adults, other than teachers, are responsible for working closely with the class teacher to ensure pupils develop their Computing skills.

EQUAL OPPORTUNITIES

We operate within a whole school equal opportunities policy. All children, regardless of race, gender, background or ability are entitled to equal access to develop their Computing and Digital Literacy capability.

Cromwell Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

HEALTH AND SAFETY

We follow the local authority advice on health and safety. This is outlined in the school's health and safety document.

Class teachers are responsible for checking that there are no obvious breaches in health and safety. We ensure that all monitors are appropriately placed, that chairs are of an appropriate height and that work surfaces are sufficiently large with no trailing leads or wires. We make sure that children only spend between 45 minutes and an hour at the screen, without getting up or having a short break. Children are encouraged to sit upright with hands on the keyboard and discouraged from sitting too close to the monitor.

RESOURCES AND SOFTWARE

All classrooms are equipped with a networked PCs.

The school has a computer suite of 30 PCs. We have 3 laptops per class which can be used by class teachers individually, as a set of 3 or in larger groups if agreed in advance.

The school has networked colour printers available for pupils and staff.

Each classroom is also equipped with an interactive whiteboard and all our ICT equipment runs on our own network and therefore can be shared throughout the school.

Staff have received training by the Computing Lead and other agencies where required on the new hardware and software that is available to them. Staff training will be a continuous programme for relevant issues.

All ICT equipment is security marked.

The Computing Lead regularly reviews new software as appropriate. Our aim when buying new software is to:

- cover the breadth of the curriculum fully
- ensure all schemes of work are fully resourced with software suitable for the skills of the children
- ensure each age group has a wide selection of cross-curricular programmes which support the National Curriculum
- ensure all software is used progressively through the school.
- Subject Computing Leads have the responsibility for advising where a particular program is appropriate within their subject area and the SENCO seeks advice on specific programmes

ASSESSMENT

At Cromwell we aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. Computing and Digital Literacy assessment is part of the school's non-core assessment and is the responsibility of the class teacher. The class teachers use the main objectives indicated in the National Curriculum. They will keep records electronically and on paper using the Rising Stars switched on computing assessment framework. Pupils know whether they have achieved the objectives through success criteria. A formal written comment is made by the class teacher on each pupil in their annual report, focusing on specific Computing and Digital Literacy skills. Each pupil collects a range of example pieces in an electronic folder.

Coordination, Management

- Mr. Scott leads computing and will be responsible for producing a computing development plan and for the implementation of the computing policy across the school
- Progress of the plan will be monitored as stated in the plan and reported on through the SDP reviews.
- Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing skills and using computing across the curriculum.
- Pupils may use ICT independently, in pairs, alongside an TA or in a group with a teacher.
- A technician is employed and will be responsible for the weekly management of the system
- Any problems should be reported immediately to one of the above

Staff Training

- The Computing Leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year
- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the Computing Lead

- Teachers will be encouraged to use ICT to produce plans, reports, communications and class labelling

Administrative Systems

- The school administration will remain separate from the curriculum system with access only available from the school office, the DHT and HT office.
- The administrator will bounce e mails to relevant staff for access via email.

After Hours and Community Use

The school is actively investigating ways of allowing controlled out of hours use by pupils and the community.

Health and Safety

The school is aware of the Health and Safety issues involved in children's use of ICT.

Security

- All ICT equipment will be security marked and noted in the school inventory
- Any equipment taken off site is subject to an agreement.
- The network manager will be responsible for regularly updating anti-virus software
- Use of ICT will be strictly in line with the school's 'Acceptable Use Policy'
- Parents will be made aware of the 'Acceptable Use policy' and will be asked to give signed permission for their children to use computers, the Internet and e mail in school (Appendix 2)
- All pupils and parents will be aware of the School Rules for Responsible Use of ICT and the Internet (Appendix 1) and will understand the consequence of any misuse.
- The agreed rules for Safe and Responsible Use of ICT and the Internet will be displayed in all ICT areas.

Remote Learning

In light of COVID-19, the school has now put into place a comprehensive remote learning policy covering all aspects of the preparation, implementation and monitoring of a remote learning program across CLC.

Date for review: July 2022