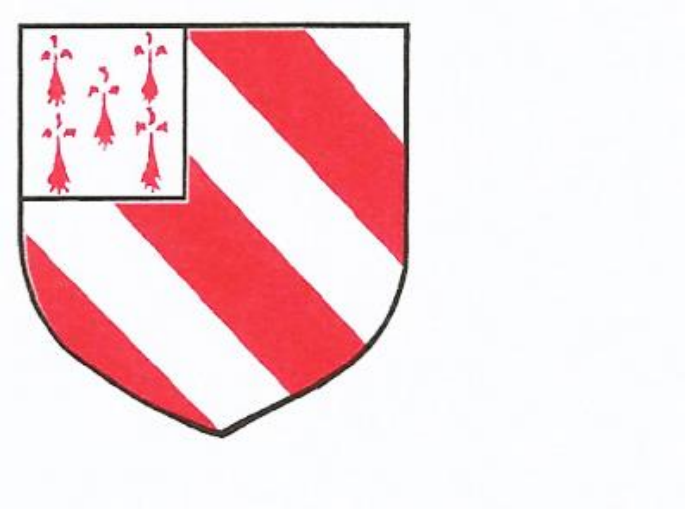
BISHOPTON PRIMARY SCHOOL COMPUTING AND ICT POLICY



Prepared by:	Andrew Smith
Ratified:	October 2024
Reviewed:	Emma Jones
Reviewed	
Reviewed:	
Reviewed:	

Bishopton Primary School
Computing and ICT Policy

Introduction:

Computing and using Information and Communication Technology is an essential part of daily life. At Bishopton Primary School we aim, through the use of a range of equipment e.g. laptops, iPads, Lego, micro:bit, cameras, interactive whiteboards, etc to teach children the necessary skills they need to become confident and capable users of Computing and ICT equipment. This policy expresses the school's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and monitoring. It was developed in the Spring Term 2019 by the Computing coordinator, based on Computing programmes of study (POS): key stages 1 and 2 (*DfE September 2014*).

Purpose:

We believe that an engaging and motivating Computing curriculum will enable our learners to:

- Use computational thinking and creativity to understand and change the world.
- Make deep links with a variety of subjects including mathematics, science and design and technology.
- Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Become digitally literate – able to use, express themselves and develop ideas through information and communication technology.

Aims:

- The Computing Coordinator and leadership team support staff members to deliver a high quality Computing education.
- Computational thinking – the ability to solve problems in a creative, logical and collaborative way – is developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science. Programming is scheduled to occur in at least two half terms in every year group.
- Pupils become responsible, competent, confident and creative users of information and communication technology.
- Pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Opportunities for communication and collaboration develop understanding of the purposes for using technology and these are used to bring together home and school learning experiences.
- Technology is used imaginatively to engage all learners and widen their learning opportunities.
- Pupils have access to a variety of devices and resources including iPads, laptops, micro bits, kindles, VR headsets and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
    - Develop Computing skills, knowledge and understanding
    - Develop an understanding of the wider applications of computer systems and communication technology in society
    - Develop independent and logical thinking through reasoning, decision making and problem solving
    - Develop imagination and creativity
    - Work both independently and collaboratively

Curriculum coverage and progression:

- Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long term planning has been developed using the Warwickshire Computing Scheme 2016 and demonstrates coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage as identified in the Computing POS.
- Medium term planning takes account of differentiation and progression and is based on a variety of sources such as Purple Mash, Warwickshire Computing Scheme 2016 and 2012.
- Key skills in information technology are also developed through the use of multimedia and ICT in other curriculum areas.
- E-safety lessons are completed half termly in all classes and are linked to the Warwickshire Computing Scheme 2016. They are guided by the National College and Education for a Connected World. The school also completes an e-safety week once per year.
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning
- All classes have access to the Computing Equipment and plan in the use of at least one session per week in addition to access to iPads/laptops through a sign out sheet.

We-Learn Portal:

All children, staff and parents have access to the we-learn platform and gives pupils an opportunity to work in a virtual learning environment. The VLE ensures a more effective way of working within and outside the classroom. The VLE allows pupils to:

- Build on independent learning opportunities
- Access and develop work easily at home and school
- Improve parent engagement/involvement
- Provides opportunities to communicate and collaborate
- Work in a safe and secure environment

The VLE provides pupils and staff with a personalised working/learning space. They can access stored work, learning resources, a place to discuss and communicate safely and track progress. To provide a safe environment, the VLE is password protected. This allows pupils to work on any computer with internet connection, teachers can check the pupils are using the VLE correctly by keeping a copy of their passwords in a secure and safe place. The VLE is integrated in the school's SIMS system which can be a means to view data if transferred across.

Assessment:

- Progress is assessed on an on-going basis by class teachers. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.
- Progress is then imputed into Otrack where class teachers can assess the children through the different strands of computing and e-safety.
- The computing coordinator can then review the formative assessment to identify coverage, gaps in learning and areas to support other teachers in terms of training.
- Self and formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.
- Each class teacher maintains an online record via Otrack, indicating pupil progress and this is passed to the next teacher. Progression in ICT is also part of the yearly school report.
- Open questions are used to challenge children's thinking and learning.

- Recall questions are reviewed at the start of every computing and e-safety session using Purple Mash ppt to review previous learning/gaps.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Information is shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.

Early Years:

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils build on the confidence to use technology through continuous provision.
- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- The Foundation Stage teacher uses Purple Mash planning, National College and Education for a connected World as well as the Warwickshire Computing Scheme 2016 to plan for technology in a range of contexts.

Key stage 1

Pupils should be taught to:

- Pupils build on the confidence to use technology through continuous provision.
  - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
  - create and debug simple programs
  - use logical reasoning to predict the behaviour of simple programs
  - use technology purposefully to create, organise, store, manipulate and retrieve digital content
  - recognise common uses of information technology beyond school
  - 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

Key stage 2

Pupils should be taught to:

- 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
- use logical reasoning to explain how some simple algorithms work 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 world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Online safety:

- A progressive online safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Teachers follow Education for a Connected World and The National College to plan and deliver up-to-date lessons.
- Opportunities for learning about online safety are part of ongoing e-safety and PSHE lessons and are reinforced whenever technology is used.
- Clear rules for online safety are agreed by each class at the beginning of every year. These are robustly maintained by all school staff.
- The school supports the international Safer Internet Week each February.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.
- Online use by staff and pupils is monitored by the school using Smoothwall. Inappropriate language or searches are forwarded to the Computing coordinator and head teacher half termly or as required. iPads and Computing equipment is also signed out by staff so that a record is kept as to who has used them in the case of an e-safety breach. This, in turn may link to GDPR actions being taken.
- All computers are fitted with Antivirus software, firewalls and use Smoothwall to block inappropriate content.

Security in School:

All teaching and support staff have their own unique username and password in order to access the school's network. In addition, the office staff (including the head teacher and deputy head teacher) have access to a separate drive on the network which is designed specifically for classified and confidential information. The Computing coordinator and Head teacher has the ability to change any staff member or child's password at any time on request. All passwords must be secure and it is not permissible to share passwords. For best practice, staff are encouraged to create passwords of at least 6 characters, consisting of both an alphabetical and numerical combination. The school's ICT provider is the only responsible officer with access to password information for individual employees.

Child Protection in Computing and with ICT:

- The use of the internet is an important aspect of Computing education. However, it can present a possible risk to the spiritual, moral, and social development of pupils, particularly in terms of the nature of some of the material that may be obtained via the internet. Bishopton has an internet policy which should be referred to by all staff before allowing children access to the internet.
- All computers on the school network run through the Local Authority Policy Central and Smoothwall for filtered use of the internet. Strict filters are also in place on each iPad used throughout the school. Restrictions to content, games, apps, downloads, search terms and other features of the iPad are in place to ensure the safety of the children and to protect the school. Passcodes are used to prevent any child from accessing iPad settings and controls.
- The computing coordinator makes strict checks on the iPads termly and advises in staff meetings that the pupils are allocated a specific numbered iPad which is recorded to ensure the children are protected.

Monitoring:

- The impact of the Computing curriculum is monitored regularly by the Computing coordinator through pupil discussion, samples of work, analysis of planning and discussion with teachers. Systematic monitoring of all threads of Computing informs the coordinator and school development plan.
- The Computing coordinator conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of individual teacher's performance management plan.

- The Computing coordinator also leads regular Computing and e-safety staff meetings throughout the year in order to disseminate new information and teaching approaches.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for Computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.

Resources:

- The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National Curriculum. We maintain a list of resources used in each phase.
- Online tools such as WeLearn365.com and Purple Mash form part of the experience of pupils.
- The National College and Education for a Connected World are used as a tool to train, guide and give teachers the latest advice/up-to-date messages in e-safety for pupils.
- The Computing coordinator keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider.
- Hardware and software faults are logged by the class teacher with the Computing Coordinator and these are listed to be rectified by the coordinator or ICTDS technicians at the earliest opportunity. This can be done by emailing ICTDS (ICTDSservicedesk@warwickshire.gov.uk) or by phone (01926414100)
- Old resources are disposed of in line with Warwickshire County Council's environmental disposal policy and the school's data protection policy where these are applicable.

Roles and responsibilities:

- The school community works together to ensure the implementation of the Computing policy.
- The coordinator is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.
- Coordinators in other curriculum areas are responsible for recognising the links between Computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- The Computing coordinator includes a Computing action plan and impact statement as part of their Professional Development. This is discussed with a member of the SLT during the year. Governors may include Computing in their learning walks around the school.
- The class teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate.
- The school receives technical support from ICTDS and the technician is responsible for the maintenance of computers, printers, the school network and keeping software up to date. The coordinator liaises with the technician to ensure that the systems are running efficiently.

Health and safety:

- Computer systems will not be placed near radiators or magnets, or have trailing wires.
- No liquids or food will be allowed near the computer system.
- Pupils will not normally work in front of the computer screen continuously for more than 35 minutes.

- Pupils will be made aware of the safety aspects of electrical appliances and will not be allowed to touch Information Technology equipment without being told to do so.
- Adequate space for left handed children to use the mouse will be made around the system.
- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- As part of ongoing computing education in school, responsible use and time limitations when using computing.
  equipment at home should be discussed with both staff and pupils. This may be through e-safety or PSHE lessons.
- Further guidance can be found in the school's health and safety policy.
- All computing equipment will be subject to an annual electrical safety check.
- Workstations should be of appropriate height and width.

Backing up of Data:

All the schools folders and files stored on the network are backed-up remotely by the IT provider (currently the local authority. If retrieval from the back-up is required; this must be requested via the IT provider as soon possible.

Equipment Security:

Serial numbers have been recorded in the school inventory and equipment should be security marked, if any teacher believes that their equipment has not been then they should speak to the Computing coordinator. Warwickshire are able to link remotely to any PC with a serial number.

Review:

- This policy will be reviewed every three years by the Computing coordinator and shared with the school community.