Chad Vale Primary School Computing Policy

At Chad Vale Primary School we follow:

 The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Kerry Grosvenor
School adoption date:	September 2022
School's review date:	September 2024

CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 13: (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17: (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28: (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29: (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

COMPUTING POLICY STATEMENT

This policy reflects the values and philosophy of Chad Vale Primary School in relation to computing. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the e-Safety Policy and social media policy and should be reflected in planning for computing, which sets out in detail what children in Key Stages will be taught.

At all Key Stages, pupils learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning. Opportunities for teaching and learning all these skills across the Key Stages are identified when planning. Pupils can be encouraged to reflect on what and on how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

At Chad Vale Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. Knowledge and understanding of ICT is of an increasing importance for children's future both at home and for employment.

THE NATIONAL CURRICULUM

At Chad Vale Primary School, we believe that computing should be a 'tool' for learning, which children can make use of when appropriate. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross-curricular learning to engage children and enrich their experiences in school.
The Computing curriculum is comprised of three strands, which will be delivered equally at Chad Vale Primary School to ensure a balanced curriculum:

- Computer science - the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems

- IT - the creative and productive use and application of computer systems, hardware and software
- Digital Literacy and e-safety - the ability for learners to use, express themselves and develop their ideas through, information and communication technology – at a level suitable level, including-safeguarding and online etiquette.

We endorse the National Curriculum aims that all pupils:

- *can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation*

- *can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems*

- *can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems*

- *are responsible, competent, confident and creative users of information and communication technology.*

PLANNING

We follow and have adapted units from the NCCE teach computing curriculum to inform teaching each half term and ensure broad and balanced curriculum coverage. This scheme sets out to cover the Foundation stage teaching requirements in line with the Early Learning Goals, KS1 and KS2 programme of study for Computing. The scheme of work sets out the knowledge, skills and understandings taught, details links with other cross curricular areas, the range of contexts in which to apply them and the new possible technologies children can enjoy learning with. It gives Teachers the chance to extend the children further and gives advice to support children and also provides cross curricular links and suggestions for linking work in other subject areas.

CROSS-CURRICULAR LINKS

Computing lends itself to supporting and enhancing other curriculum subjects. Computing may be the main focus of a lesson, i.e. for the teaching of specific Computing skills but it is widely used in other curriculum areas to extend and enhance learning and allow children the opportunity to practice their skills in a variety of situations (Refer to other policies and schemes of work for links).

TEACHING METHODS AND APPROACHES

Computing is taught once per week as a discrete subject and used within other curriculum areas at other times during the week. Teaching methods will vary according to the task or subject Computing is being used in:

- Whole class teaching demonstration - i.e. specific Computing skills or use of a specific program to support a subject.

- Group work - children work with support or independently practicing Computing skills or using Computing to support subject development.

- Paired or individual work.

- Mixed ability groups (see Equal Opportunities)

- Ability based groups.

Teachers will differentiate planning and learning activities according to their children's need. Our scheme of work allows for differentiated tasks either by outcome or the process involved and extension activities are also outlined. Differentiation may also occur by the level of support children are given i.e. work with an adult or peer or independently.

ASSESSMENT AND RECORD KEEPING

Throughout their school life, all pupils are assessed regarding their Computing achievements. Assessment may take the form of observations, discussion with pupils or assessing work. Formal assessments will be completed during the school year against determined criteria in line with the National Curriculum requirements on Educater and records will be transferred between year groups and Key stages to ensure progression. Yearly written assessment of children's progress and capability in Computing will be given to parents in an annual report.

Recording pupils' use of Computing may also take several forms:

- Class assessment sheets/ steps to success

- Pupils' work – stored on file or printed and stuck into their books

- Photographs/Computer software

RESOURCES AND FUNDING:

The children at Chad Vale Primary School access computing in all curriculum areas (both discrete subjects such as Maths and English and our creative 'topics').

We have three laptop trolleys which hold and charge 16 laptops each, and two trolleys of iPads (each containing 30 iPads)– enough for each child to have one in the class. This brings Computing into the classrooms rather than separating it. The use of the laptops and iPads are timetabled so that each class has them at least twice a week. If the teacher needs the iPads, there is a booking system which allows the teachers creative flexibility. All classrooms have an iPad for Teaching and assessment support. There are at least two computers or laptops in each of the classrooms across the school for the children / staff to use. Each classroom has an interactive Smartboard.

Upgrading and replacing hardware, software and peripherals will be carried out on a rolling program with sufficient funds being made available each year. A Computing Development Plan and School Development Plan gives further details of these issues.

MAINTENANCE

Technical support is an integral part of computing within our school and should be planned and managed accordingly. The Computing co-ordinator will initially deal with any minor maintenance and difficulties. A technician is employed to also maintain hardware and software and deal with further problems. The Computing coordinator will work with the technician and co-ordinate work that they and staff have identified.

STAFF TRAINING/ CPD

All teachers at Chad Vale Primary School will be given the opportunity to develop their computing skills, becoming an 'e-Confident' Teacher through relevant training sessions. These training sessions will include formal INSET days; staff meetings; course attendance; staff appraisal and individual targets, in addition to informal advice on teaching and learning provided by the co-ordinator as and when required.

Additional training will also be provided for our classroom support staff in order to effectively manage their work and to enhance the work they undertake with pupils. Support staff will also be offered the opportunity to join in training sessions where it is appropriate, either by Computing leader or the accredited trainer. Class teachers will need to ensure that support staff are able to implement any Computing activities by being familiar with the skills and learning objectives to be taught.

MONITORING/ EVALUATION

By the very nature of Computing there is a fairly high incident of change. Proposals for the future development of the curriculum, resources and staff training needs is therefore a long term plan rather than short term because of cost and training involved.

The Computing leader will monitor the policy, planning and teaching and provide support where necessary. Changes to the scheme of work, training resources and assessment will be made after discussion with staff and the S.L.T. The scheme of work will be monitored annually or after each unit of study has been taught.

Lesson observations, learning scrutinies, team teaching and assessment analysis are all ways in which the Computing leader monitors and evaluates provision in their curriculum area.

INCLUSION AND EQUAL OPPORTUNITIES

The following 3 principles ensure an inclusive curriculum:
- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupil

The Computing curriculum should be implemented in accordance with any SEN targets or specific needs that a pupil may have. As with all other curriculum areas, material may be selected from earlier or later parts of the key stage as appropriate, where this is necessary and suitable, to enable pupils to progress and demonstrate achievement. Such materials should be presented in a context appropriate for the age and maturity of the pupil. Included within this strand of planning must be provision for our most able pupils.

We are committed to ensuring all children, irrespective of gender, culture, race or disability have equal opportunities to access and experience Computing. Pupils with learning disabilities can also be given greater access to the whole curriculum via ICT. The school, with the help of the S.E.N.C.O. and outside agencies, will provide specialist equipment and software where necessary and identify and plan for specific learning needs.

ROLES AND RESPONSIBILITES

Role of the Computing Leader:

- To review and update Computing policy and schemes of work

- To keep staff informed of changes and initiatives

- To ensure continuity and progression in planning and teaching of Computing and to assist with planning.

- Ensure creative use of computing is embedded across the curriculum.

- To update and purchase new resources

- To manage a designated budget

- To attend courses and ensure that this training has further impact on school life

- To ensure appropriate professional development opportunities are provided for all staff.

- To ensure creative use of computing is embedded across the curriculum.

- To ensure regular and appropriate assessment of computing takes place.

- To keep the Governing Body informed of Computing in school

- To work with Computing working party and technician in updating and maintaining Computing equipment

- To identify training needs

- To develop and put into practice Computing Development plan

- To liaise with outside Computing agencies

The Role of staff:
Each member of staff is responsible for:

- Ensuring creative and appropriate computing opportunities are a regular feature of classroom practice.

- Ensuring coverage of the National Curriculum for computing.

- Modelling correct digital safeguarding behaviour and ensuring children receive age-appropriate e-Safeguarding information and activities.

- Regular assessment of children's computing capability.

- Liaison with the leader.

Head Teacher and Link Governor:
The role of the Head Teacher is to:

- Overview the implementation of the computing policy and guidelines through observation and discussion

Policy agreed on: ………………………………………………………………………

Chair of Governors: …………………………………………………………………………..