

St Mary's Catholic Primary School

Computing Policy



Mission Statement:

St Mary's... 'a place of educational excellence with Christ at its centre'.

Strategic Vision:

St Mary's will be an inspirational school where we all love to work, learn and grow together, following in the footsteps of Christ.

Through creating a stimulating learning experience, our children will become confident, independent and resilient with a social conscience for their journey through life. They will develop skills alongside knowledge to equip them to thrive in an ever changing world. Our school will be a place where all learners are happy and safe in a stimulating environment where the values of Jesus Christ are at the centre of everything we do.

Aims:

St Mary's Primary 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 can support the needs of all our pupils.

Our Aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of how information is used, stored, created, retrieved, shared and manipulated. Utilise computational thinking beyond the Computing curriculum.
- 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.
- Teach all pupils the importance of online safety.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- 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.

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 to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers. In addition to Purple Mash, we also provide the children with opportunities to use ICT in a cross curricular way, such as using iPads and laptops for research and presentations in other subjects.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

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

Key Stage 1 Outcomes

- 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.

Key Stage 2 Outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- 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.
- 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.
- 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.

- 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.

Assessment

- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Work from a range of classes and abilities is stored in the class folders of Purple Mash.
- Teachers 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.
- 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.
- Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken each full term. Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into Symphony.

Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Head Teacher and Computing Leader.
- Resources are suitably maintained and replenished when needed, which is overseen by the Head Teacher and Computing Leader.
- Information on new apps and resources are shared with staff and kept up to date by the Head Teacher and Computing Leader.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught

for the year group. Details of monitoring and evaluation can be found in the Computing Action Plan and School Monitoring Schedule.

Health and Safety

St Mary's Catholic Primary School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on.

Safeguarding: Online Safety

Online safety has a high profile at St Mary's. It is vital that we educate our children on how to be vigilant in an online world and how they can access support or raise any concerns. We ensure that pupil needs are met by the following ways:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Through our home/school links and communication channels, 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.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (outlined below) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

Online Safety Policy

The purpose of this policy statement is to:

- Ensure the safety of pupils is paramount when adults and children are using the internet.
- Provide staff with the overarching principles that guide our approach to online safety

The policy statement applies to all staff, children and anyone involved in online activities at St Mary's Catholic Primary School.

We believe that:

- Children should feel safe when using the internet
- Children should never experience abuse of any kind
- Children should be able to use the internet as part of their learning but safeguards need to be in place to ensure they are kept safe at all times.

We recognise that:

- The online world provides pupils with many opportunities; however it can also present risks and challenges
- We have a duty to ensure that all children and adults involved in our school are protected from potential harm online
- We have a responsibility to help keep children safe online, whether or not they are using St Mary's network and devices
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- Working in partnership with children, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety

We will seek to keep children and young people safe by:

- Providing a code of conduct for adults which outlines acceptable use of online devices in school
- Supporting and encouraging pupils in a way that keeps them safe and shows respect for others.
- Teaching children how to be safe when using the internet.
- Supporting and encouraging parents and carers to do what they can to keep their children safe online.
- Developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person.
- Reviewing and updating the security of our information systems regularly.
- Ensuring that user names, logins and passwords are used effectively.
- Ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate.
- Ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- Providing supervision, support and training for staff about online safety.

- Examining and risk assessing any online platforms and new technologies before they are used within the school.

If an online incident occurs, we will respond to it by:

- Having clear and robust safeguarding procedures in place for responding to any incidents (including online abuse)
- Providing support and training for all staff on dealing with all forms of internet safety, including bullying/cyberbullying
- Making sure our response takes the needs of the person experiencing any difficulties, any bystanders and our school as a whole into account
- Reviewing the plan developed to address online incidents at regular intervals, in order to ensure that any problems have been resolved in the long term.

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures , including:

- Child Protection
- Code of Conduct for staff and volunteers
- Anti-bullying policy and procedures
- Photography and image sharing guidance