



Lympstone C of E Primary School Computing Policy

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

Computing Policy Statement

This policy is intended to provide clear guidance for the delivery of the Computing curriculum Through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in the national curriculum. It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to computing experiences is realised and provide a clear basis from which to plan programmes of work.

The use of Computing is an integral part of the National Curriculum and is a key skill for everyday life. Computers, iPads, programmable robots, digital and video cameras are but a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Lympstone Primary School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to become Computing proficient.

Learning about technology starts from birth because it’s the way the world works today. Technology is an integral part of all young children’s environment and world. They are surrounded by technology just as they are surrounded by language, print and numbers. In the home, technology includes remote controls for television, DVDs and sound systems, toys that have buttons and buzzers, mobile phones, washing machines, microwave ovens and other machines that require programming, and of course, computers and mobile devices such as iPads. Outside the home, children are also immersed in the technological world: they see automatic doors, cash machines, bar code scanners, digital tills and weighing machines, and security cameras. Technology is something children are going to grow up with, learn about and master, and use as a tool to increase their understanding in all areas of learning.

Many activities in the early years revolve around children developing an understanding of their environment. Settings encourage children to explore, observe, solve problems, precomputing, discuss and consider. Computing resources can provide tools for using these skills as well as being examined in their own right, with computers not the only resources. Computing equipment added to role-play reflects the real world, builds on children's experiences and allows them opportunities to understand how, why, when and where different forms of technology are used in everyday life.

Early experiences form a foundation upon which KS1 and KS2 can build and the current early learning goals have specific objectives relating to computing.

Aims (progression of skills)

- Provide a relevant, challenging and enjoyable Computing curriculum for all pupils.
- Meet the requirements of the National Curriculum programmes of study for Computing.
- Use Computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use Computing throughout their later life.
- To enhance learning in other areas of the curriculum using computational skills.
- To develop an understanding of how to use Computing safely and responsibly.

See Progression Framework for skills year upon year.

Curriculum (how)

Objectives Early years:

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

Children in Key stage 1 at Lymstone Primary are taught to:

- 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.

Children in Key stage 2 at Lympstone Primary are 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.

Teaching computing

Lympstone C of E Primary School believes that Computing is an integral part of the Teaching and Learning across the entire curriculum. We are resourced chrome books, iPads, recording devices, programmable toys and Promethean panels available to support the delivery of high quality Computing lessons. All children have access to google G suite, a suite of education programmes that help to deliver many parts of the computing curriculum in an easily accessible and safe environment. Teachers have laptops and Promethean panels that have the software required to deliver the computing curriculum through the planned Programmes of Study. All computers are networked and linked to the Internet. The school has an 'Acceptable use of the Internet' Policy, which Parents/Guardians are asked to agree to, before their child uses the Internet.

G-Suite at Lympstone Primary School

At Lympstone Primary school, we believe in giving our children the resources and opportunities to learn and set them up for the 21st century. In September 2019, a class set of Google chromebooks and compatible Promethean panels were bought. In addition to this, all key stage 2 children are to be given access to their own G-suite username and password.

G Suite is a set of Digital Learning tools that Lympstone Primary are using for its teaching and learning platform. G Suite is a service by Google that allows us to deliver great electronic resources to help you learn, and is a great place to work together with other pupils.

We can share work, videos and audio with you, and you can share it with us, and each other. We can create pupil discussion forums, set quizzes and tests and give you access to some of the best web based software available.

G Suite can also be used anywhere you have an internet connection, so it doesn't matter if you have a Windows computer, an Apple Mac, iPad, a Chromebook or an Android tablet, you'll be able to access G Suite and learn!

G Suite comes with a set of tools that allows us to deliver digital learning anywhere and at any time.

Parental consent will be given to these children via Parental consent letter.

Online Safety

Online safety is recognised as an essential aspect of Computing leadership and the Head Teacher, with the support of Governors, aims to embed safe practices into the culture of the school. The overall responsibility for Online safety has been designated to our Head Teacher working in conjunction with the Computing Leader and SENCO. The Computing Leader ensures they keep up to date with Online safety issues and guidance through liaison with the Local Authority Online safety Officer and through organisations such as Becta, The Child Exploitation, Online Protection (CEOP), Google internet legends and parentzone.org. All Staff (all teachers, supply staff and teaching partners) are reminded/ updated about online safety matters at least once a year and usually more often.

Children are regularly informed about online safety through planned whole school and class assemblies and as an ongoing aspect of the computing curriculum. Any work or activity on the Internet or school equipment must be directly related to schoolwork. Private use of the Internet (including social networking sites) in school is strictly forbidden.

Staff are discouraged from being members of social networking sites. However, if staff are members they are reminded of the necessity to keep their profiles secure and to avoid contact with persons (particularly parents/children or ex-children) related to the school. Staff are reminded that any action or comment that brings the school or colleagues into disrepute or compromises child or staff confidentiality will be classed as a disciplinary matter. Users must not give out personal email or postal addresses, telephone / fax numbers of any person. Under no circumstances give email or postal addresses / telephone numbers / fax numbers of any teachers or children at school.

Distribution of computer viruses, electronic chain mail, computer games, use of Internet Relay Chat and similar services are strictly forbidden by children and staff as they can result in degradation of service for other users and increase the workload of the IT staff. Users must not download, use or upload any material that is subject to copyright. Always seek permission from the owner before using any material from the Internet. If in doubt, or you cannot obtain permission, do not use the material. Users should assume that ALL software is subject to copyright restrictions, including shareware.

Children must not, under any circumstances download or attempt to install any software on the school computers or tablets. Staff should seek the advice of the ICT technician or the Computing Leader before attempting to download or upload software. Under no circumstances should users

view, upload or download any material that is likely to be unsuitable for children or schools. This applies to any material of violent, dangerous, racist, or inappropriate sexual content. If users are unsure about this or any materials, users must ask teachers or Computing Leader. If in doubt, DO NOT USE. The transmission, storage, promotion or display of offensive, defamatory or harassing material is strictly forbidden as they breach the laws of the UK under the Computer Misuse Act. Possession of certain types of unsuitable material can lead to prosecution by the police. All children are aware of procedures to report any incidents of sexual or inappropriate content, radicalisation, extremism or anything else that worries them which they encounter during use of the internet. Lymptone C of E Primary will react appropriately and work with children, parents and any other appropriate authority to resolve the issue.

Assessment

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion... Progress is tracked termly through book scrutiny and teacher assessment.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The co-ordinator and Headteacher monitor RE provision and standards through observation, looking at work, talking to children and reviewing the curriculum with staff.

The co-ordinator is responsible for contributing to the computing self-evaluation process through careful planning in the action plan.

Role of the computing Leader

- **To ensure that the computing policy is implemented and to keep up to date with reviews.**
- **To have oversight of the computing curriculum and keep up to date with local and national changes.**
- **To monitor, review and update resources.**
- **To monitor pupil progress and achievement.**
- **To maintain and build priorities set by the school.**
- **To develop links with the community.**
- **To coach, mentor and support teachers in developing their strengths in teaching computing, including planning, arranging and delivering CPD as appropriate.**
- **To liaise with parents to ensure all children receive their entitlement.**

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

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