Through God's grace a community growing in knowledge and understanding

St. Laurence Catholic Primary School

Computing Policy

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Introduction

The subject of Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use Computing tools to find, explore, analyse, exchange and present information responsibly and creatively.

Our vision is for all teachers and learners in our school to become confident users of IT so that they can develop the skills, knowledge and understanding which enable them to use appropriate Computing resources effectively as powerful tools for teaching & learning.

Aims

- To enable children to become autonomous, independent users of Computing resources, gaining confidence and enjoyment from their Computing activities
- To develop a whole school approach to Computing ensuring continuity and progression in all strands of the Computing National Curriculum
- To use Computing as a tool to support teaching, learning and management across the curriculum
- To ensure Computing is used, when appropriate, to improve access to learning for all pupils.
- To maximise the use of Computing in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through foundation stage and key stages 1 and 2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage
- that all children have access to a range of Computing resources
- that Computing experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

Teaching & Learning
Curriculum Development

Teachers plan their lessons through the Cambridgeshire Progression in Computing Capability program. Planning ensures a range of teaching styles are employed to cater for all needs and promote the development of Computing capability through differentiated tasks. This enables all pupils to access the four main strands of Computing; understanding technology, programming, digital literacy and e-safety. Computing is also used as an

opportunity to support pupils with special educational needs as well as gifted and talented pupils and pupils with English as an additional language.

Assessment
I Can statements are used from the Computing Capability program to enable pupils and teachers to evaluate their learning. Pupils save their work to an individual folder which makes up a portfolio of work. The Computing Subject Leader will request 3 pieces of work from each class teacher throughout the year.

Internet Safety
Internet access is planned to enrich and extend learning activities. We have rules for responsible internet use and these are displayed in all classes or where laptops are kept. Additionally there is an internet permission form which children and their parents and carers are asked to sign.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. As part of our PSHE provision in key stage 2 children discuss the importance of e-safety and work through an ACE passport to certify their understanding of e-safety.

Equal Opportunities
It is our policy to ensure the equal opportunity of all pupils by:
•   ensuring all children follow the scheme of work for Computing
•   providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
•   monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

Roles & responsibilities:
Senior Management
The overall responsibility for the use of Computing rests with the senior management of a school. The Executive Head and Head of School, in consultation with staff:
•   determines the ways Computing should support, enrich and extend the curriculum;
•   decides the provision and allocation of resources ;
•   decides ways in which developments can be assessed, and records maintained;
•   ensures that Computing is used in a way to achieve the aims and objectives of the school;
•   ensures that there is a Computing policy, and identifies a Computing subject leader.

Computing Subject Leader
There is a designated Computing subject leader to oversee the planning and delivery of Computing within the school.
The Computing subject leader will be responsible for
•   raising standards in Computing
•   facilitating the use of Computing across the curriculum in collaboration with all subject leaders
•   providing or organising training to keep staff skills and knowledge up to date
•   advising colleagues about effective teaching strategies, managing equipment and purchasing resources
•   monitoring the delivery of the Computing curriculum and reporting to the Head teacher on the current status of the subject

The Classroom Teacher
Even though whole school co-ordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the co-ordinator in the monitoring and recording of pupil progress in Computing. In addition classroom teachers are required to have a visible inventory in their classroom and make regular checks that all computing equipment is in their classroom and in working order. Staff are required to log any problems with equipment in the Computing book situated in the staffroom as well as informing the Computing subject leader.

Monitoring
Monitoring Computing will enable the Computing subject leader to gain an overview of Computing teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development
In monitoring of the quality of Computing teaching and learning the Computing subject leader will:
• Scrutinise plans to ensure full coverage of the Computing curriculum requirements
• Analyse children's work
• Observe Computing teaching and learning in the classroom
• Hold discussions with teachers
• Analyse assessment data
• There is a biannual review of this policy by the Computing subject leader.

Appropriate legislation, including copyright and data protection
All software loaded on school computer systems must have been agreed with the designated person in the school.   All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers. Please refer to the school's Data protection policy as well as the IT Acceptable Use Policy.

Effective and efficient deployment of Computing resources
Computing resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

Security
Laptops are kept within allocated spaces between classrooms. Teachers are encouraged to use the wifi system and take laptops into their classroom on the understanding that they should be replaced and recharged at the end of each session. Ipads are kept in a lockable trolley. The trolley also has a sign out book when an item is signed out it is the responsibility of the relevant class teacher.

Maintenance
Please see the following IT Disposal procedure for the replacement of computing resources.

ICT Disposal

The following outlines the procedures which should be followed when disposing of an ICT Asset.

1.   Identify the equipment, serial number, and location. Confirm the item is out of warranty, damaged or outdated and no longer of use within the school.
2.   Obtain agreement of the head of school to dispose of the item.
3.   Item should be removed from the ICT asset inventory.
4.   If the equipment is a computer or laptop the IT technician should run an end disc on the hard drive to wipe the memory and ensure removal of any confidential data.
5.   Equipment should be recycled instead of destroyed. The school can offer the equipment free of charge to parents to be refurbished and re-used, or broken down for parts.*
6.   If the ICT asset is advertised within the school and no parent is interested in taking the equipment. It should be taken to the Milton recycling centre.

This policy was approved by the LBG on 14th January 2021
Next review due: January 2024

EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N/A	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N/A	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	

Equality Impact Assessment carried out by: XXXXXXXX
Date: XXXXXXX