Computing Leader: H.Jenkinson
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Governor: Richard Howarth

St. Peter's C.E. Primary School
COMPUTING POLICY

'Let Your Light Shine'
Matthew 5:16

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love,** to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.

Vision and Purpose

At St Peter's we seek to realise the potential of each individual in a supportive and caring environment. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, and in partnership with the family and community, encourage all positive aspects of education and social development. Together we strive for high academic standards and to provide a wide variety of experiences to promote interests, life skills, confidence, and responsibility now and for later years.

Vision and Values

At St Peter's we are committed to ensuring that children receive rich, deep learning experiences that balance all the aspects of computing. With technology playing such a significant role in society today; we believe "Computational Thinking" is a skill, children must be taught to enable them to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. At St Peter's, the core of computing is Computer Science in which pupils are introduced to a wide range of technology, including laptops, iPads and interactive whiteboards, allowing them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology– at a level suitable for the future workplace and as active participants in a digital world

Statutory Requirement

Statutory requirements for the teaching and learning of Computing are laid out in the following documents:

- The National Curriculum 2014
- Statutory Framework for the Early Years Foundation Stage 2015

Other important documents from which teachers are guided include:

- Key Learning documents (KLIPS) produced by Lancashire Computing Advisory Team.
- Digital Literacy and Citizenship from the South West Grid for Learning
- UK Safer Internet Centre

Computing Intent

At St Peter's we strive for each child to be able to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and 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 ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

Computing Implementation

Teacher's planning in Computing is informed by and aligned with the statutory requirements set out in the National Curriculum. Computing skills are taught both discretely and cross-curricular, supporting other areas of learning across the school. The computing curriculum is taught following the Government approved NCCE curriculum. Creative and cross-curricular links are made to other areas of the curriculum, where appropriate.

We have some mixed-age classes; therefore, we operate a two year rolling cycle for each key stage. In Reception and Key Stage 1, children are taught to use equipment and software confidently and purposefully, to communicate and handle information and to support their problem solving, recording and expressive skills. In Key Stage 2, our children extend their use of computing that they use for communication, investigation and programming and work to understand how to communicate safely. Our planned curriculum for digital literacy that includes online safety is broad in covering a range of issues including understanding current issues such as 'fake news' and 'body image'.

EYFS (Reception)

Children will be given opportunities to:

- Experience of ICT in a range of contexts, including outdoor play.

- Feature ICT scenarios based on experience in the real world, such as in role play
- Gain confidence, control and language skills through opportunities to 'paint' on the interactive or drive a remote-controlled toy.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Use recording devices can support children to develop their communication skills.

KS1 (Years 1 and 2)

Children will learn 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.

KS2 (Year 3-6)

Children will learn to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs
- 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 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.

Assessment and Analysing Impact of Teaching and Learning

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess core ICT and computing skills each term. Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated; reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. The pupil's work in

computing is assessed continuously throughout the topics that are taught. Teacher assessments, including the end of year level achieved, are reported to parents in the annual reports, and assessments are passed on to the next class teacher. Pupils are actively encouraged to use Doodle, Bug Club, Timestables.co.uk to support their English and Maths skills.

Inclusion

At our school, we believe that all pupils are entitled to access the Computing curriculum at a level appropriate to their needs. The school considers it important that children are not prevented from gaining access to the knowledge and skills in the Computing curriculum by virtue of limitations in their learning abilities. To ensure inclusion, teachers use a range of strategies to ensure accessibility as well as to provide appropriate challenge to different groups of learners. However, the difficulty and the amount of time allocated to completing the computing tasks will be modified according to the needs of different children, including those with recognised special educational needs. Children may be offered additional support, modified tasks or resources (enlarged for example), or extra times in school with adult support to complete set tasks. We have specialised equipment for children with SEND such as a modified laptop, an iPad, an AbleNet 5 Big Red Twist Switch and a laptop joystick. We also use different software and applications such as IDL Literacy, IDL Numeracy, Nessy, Nelli and Active Learn. If any child had special computing needs, we would seek direct advice from a specialist teacher

Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Computing. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the subject leader
At our school the subject leader is responsible for improving the standards of teaching and learning in Computing through:

- There is an ICT and computing coordinator, Hannah Jenkinson, who is responsible for producing an ICT and computing action plan and for the implementation of the ICT and computing policy across the school.
- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- To maintain resources and advise and train staff on the use of materials, equipment and books available within school.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To monitor the children's ICT work, looking at samples of different abilities.
- To manage the ICT budgets, including consumables and licenses.
- To lead staff training on new initiatives, software and hardware.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for ICT and Computing and encourage staff to share this enthusiasm.

- To keep parents and governors informed on the implementation of ICT in the school, such are updating sections of the website and reporting to the governors at least once a year.
- To help staff to use assessment to inform future planning.

The subject leader will:

- Take the lead in policy development.
- Audit and supporting colleagues in their CPD.
- Purchase and organise resources.
- Keep up to date with recent developments.

Parental involvement

All our parents are encouraged to support their child. Parents are encouraged to support the implementation of ICT and computing, where possible, by encouraging use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home. Parents are made aware of the school's website subscriptions and are provided their child's username and password. Each year, parents are provided with a copy of the acceptance use policy, which they must sign along with their child.

Resources

A budget is allocated each year for Computing. The Computing leader is responsible for consulting staff, purchasing suitable resources and maintaining the upkeep of the hardware.

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible 'technology' system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed and create a ticket using the online platform. Resources, if not classroom based, are locked in agreed secure locations around school. A termly audit is completed by a member of the office support staff to ensure all hardware are accounted for.

Service level agreements with One Connect / Lancs. CC & BT and also with Western/String are currently in place to help support the co-ordinator to fulfil this role both in maintaining current hardware and software and providing services such as Broadband, email services, remote backup, and Mobile Device Management (MDM)

ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom from Reception to Year 6 and intervention room has at least one desktop computer connected to the school network and an interactive television with sound.
- There is 3 banks of iPads across school for each key stage to access. There is around 120 iPads in total.
- There is a large bank of netbook and laptop computers located in the PPA room with internet access available to use in all classrooms with groups or the whole class. These are timetabled to enable each class access to the netbooks and laptops on a weekly basis.
- Every class from Reception –y6 has an allocated slot in an afternoon for teaching of specific ICT and computing skills

- Every teacher, including some HLTAs, is provided with an iPad and Apple TV to use within their teaching and also for assessment purposes (especially Reception) and for use by groups of pupils.
- The netbooks and iPads are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.
- Pupils may use ICT and computing resources independently, in pairs, alongside a TA or in a group with a teacher.
- The school has an ICT and computing technician who is in school for 6 hours every fortnight.
- St Peter's has a designated ICT governor, who monitors the teaching and quality of ICT across school through discussions with and reports by the ICT and Computing co-ordinator. They also contribute suggestions to the ICT and Computing action plan and support the co-ordinator in developing ICT within school and highlighting its importance when budget setting for the future.
- EYFS has desktop computers within their provision to access during continuous provision, this will have a specific activity allocated by the class teacher such as maths or phonics.

Artifical Intelligance

Artificial Intelligence (AI) is used in many everyday technologies, and St Peter's recognises its growing importance. In our computing curriculum, AI is introduced in an age-appropriate way to help pupils understand that computers can be programmed to recognise patterns, make predictions, and support decision-making. Pupils will learn about AI through simple, practical activities that encourage curiosity, creativity, and critical thinking, while also discussing the importance of using technology safely, responsibly, and ethically. St Peter's ensures that any use of AI tools supports learning, protects pupils' data and privacy, and complements—rather than replaces—teacher guidance and human judgement.

The Governing Body

Regular reports are made to the Government Body through the Curriculum Sub Committee and the Governor with responsibility for Computing (Richard Howarth). The leader and Computing Governor meet annually to discuss achievements and current priorities/actions for the subject.

Consultation, Management and Review

The Computing leader is always willing to advise and support staff in developing their computing skills. Staff meetings have been provided to update staff on updates and introductions of software subscriptions. All new staff are given support to effectively use the ICT equipment provided. The leader has planned opportunities for learning walks, work sample monitoring, planning monitoring as well as pupil interviews. The information and feedback gathered from this is then fed back into the action plan for the following year and areas for development are addressed. Staff development needs are ascertained through staff audits and work/planning monitoring. The computer leader provides weekly CPD to staff based on their areas of need.

The scheme will be reviewed in line with the long term School Development Plan.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.