

Spring Vale Primary School

Computing Policy 2023-24



Together
Everyone
Achieving
More

Together with friends, families and community we care for ourselves, each other, our school and our world.

Everyone has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.

Achieving our best is what we aim for every day we come to school.

More independence makes us better learners and helps us to become good citizens.

Date reviewed 4th September 2023

Whole School Aims/ Vision:

At Spring Vale Primary School, we believe that computing should permeate the curriculum. We want to ensure that our children are prepared for the modern world and develop values that will help them to become responsible citizens of the future. We believe that computing should be a tool for learning. Effective computing, coupled with well trained, competent and enthusiastic staff, allows our children to develop the necessary computing skills needed for lifelong learning in the 21st Century.

Computing comprises of three strands, which will be delivered 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 - the ability of learners to use, express themselves and develop their ideas through information and communication technology with regard to safeguarding and online etiquette.

These strands reflect the new Programme of Study statements from the revised National Curriculum 2014.

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 technology.*

Implementation

Every child benefits from a discrete computing curriculum through Purple Mash which supports teachers in teaching computing effectively and well by providing a rich, broad and balanced curriculum fully mapped to the National Curriculum for Computing Key Stage 1 and 2. This scheme is a coherently planned programme that offers pupils a computing education designed for mastery using research-led computing pedagogies. The scheme provided pupils with fun, creative hands-on activities which challenge misconceptions and supports pupils learning.

A positive teacher mindset and strong subject knowledge is key to pupil success in computing. Our scheme aims to enhance pupil's enjoyment, resilience, understanding and attainment in computing by empowering and equipping teachers to deliver a high-quality computing education that is designed for computing mastery. Mastery in computing means acquiring a deep, long-term, secure and adaptable understanding of the subject. It is demonstrated by how skilfully pupils can apply their learning in computing to new situations in unfamiliar contexts.

E-Safety is extremely important and is embedded within the computing curriculum and is taught within the P.S.H.E. curriculum to educate pupils further and ensure that they have secure strategies to protect themselves and others. We also take part in Safer Internet Day and provide an online safety parent workshop/information session.

Impact

Pupils will become confident users of technology, able to use it to accomplish a wide variety of goals linked to information technology, computer science and digital literacy both at home and at school. Pupils will have a secure and comprehensive knowledge of the implications of technology and digital systems. This sits at the heart of the over arching goals of our computing curriculum to support our pupils in a society where technologies and trends are rapidly evolving and changing. Pupils will know how to conduct themselves safely online, taking into account their digital footprint and how their actions can have impacts beyond their school or locality.

Pupils will learn to showcase, share and celebrate their work to best show the impact of our curriculum. Staff will evidence this through reviewing pupil's knowledge and skills digitally through tools such as Purple Mash and observing learning during lessons. Pupils will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.

Our Curriculum offer equity for all groups, and it is intended that all pupils can access it. Computing is taught to, and inclusive of, all children, irrespective of their ability. Using high quality resources, teachers provide learning opportunities that are matched to the needs of the children.

Introduction

This policy reflects the values and philosophy of Spring 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 Acceptable use Policies and e-Safety Policy.

Roles and responsibilities

The Role of the e-Safety and Computing Coordinator:

The subject leader is responsible for:

1. Ensuring that the statutory requirements of the National Curriculum for computing are met.
2. Promoting and modelling the creative use of computing across the curriculum.
3. Ensuring appropriate professional development opportunities are provided for all staff.
4. Ensuring regular and appropriate assessment of computing takes place.
5. Reviewing hardware and software usage in line with the school's vision for attainment in all subject areas.
6. Liaising with technical support staff in maintaining and updating software and hardware.
7. Engaging with support and new ideas from outside agencies and online communities.
8. Working alongside school leaders to develop or select resources and teaching ideas which promote the online safety of all pupils.

The Role of Staff:

Each member of staff is responsible for:

1. Ensuring creative and appropriate computing opportunities are a regular feature of classroom practice.
2. Ensuring coverage of the National Curriculum for computing.
3. Modelling correct e-Safety behaviour and ensuring children receive age-appropriate e-Safeguarding information and activities.
4. Regular assessment of children's computing capability.
5. Liaison with the e-learning and computing coordinator.

Head Teacher and Link Governor:

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

- Oversee the strategic implementation of the computing policy and guidelines through observation and discussion.
- Support the coordinator in promoting the positive influence of technology in enhancing teaching and learning.

Outside Agencies:

At Spring Vale Primary School we value the expertise of outside agencies and the opportunities they provide for our children to apply computing.

We endeavour to establish and develop links with:

1. Expert outside agency (Engagedu, Online Behaviours)
2. Parents and friends of school.

Technical Support:

Technical support is an integral part of computing within our school and is planned and managed accordingly. We receive in-school support for one half day each week from the eServices team in Wolverhampton Local Authority. In addition, we subscribe to Engagedu Bronze package and receive follow up sessions from courses attended.

Roles and responsibilities of technical support:

- **Set-up, systems administration and preventative maintenance:** day-to-day management, set-up and administration of computing hardware, software and safe networking.

- **Problem solving:** assisting classroom practitioners and other school staff in diagnosing and solving/repairing problems and faults as they occur

Typical tasks carried out by our Technical Support include:

- administrative tasks (such as logging assets, labelling and security marking, keeping track of repairs and service failures, maintaining stocks of consumables such as toner and paper)
- basic maintenance and replacement of consumables (for example, replacing toner, cleaning screens)
- providing advice to support future purchasing on infrastructure and replacement of equipment
- regular or pre-emptive checking of computers, network components and connections
- checking/testing of software and hardware for compatibility prior to installation
- installation of new equipment and software
- installation of software and security updates
- configuration of hardware and software (after installation)
- regular back-up of data and ensuring recovery capability
- network management, such as allocating resources, and setting up access rights and user profiles.

Standards and Expectations

At Spring Vale Primary School our children work at levels appropriate to their abilities. It is expected that most children will be able to apply the concepts and skills that are appropriate to their age. The progress of all children will be monitored closely as they work towards meeting the requirements specified in the POS statements for their current Key Stage.

The National Curriculum

Statutory requirements for the teaching and learning of computing are laid out in the revised National Curriculum 2014.

The National Curriculum is complemented by other documents used by the school to plan a motivating and stimulating computing experience. These documents include:

- The Purple Mash frame work (https://www.purplemash.com/#tab/teachers/computing_sow)
- The NAACE Self Review document (<http://www.naace.co.uk/ictmark/srf>)

By applying the ideas and information in these documents appropriately, the school ensures full coverage of the National Curriculum for each year group.

Resources and delivery

Our children at Spring Vale Primary School access computing in all curriculum areas. Laptops are available to all classes; in addition, a number of iPads are bookable for use in class. See appendix 4 and 5.

Hardware and software:

Hardware and software are purchased after consultation with technical and pedagogical support to ensure that they are appropriate in terms of specification, ease of use, and integration with other school systems. All purchases are evaluated carefully to ensure that they represent best value in promoting and enhancing the computing experience and learning of pupils.

A range of hardware and software designed to complement computing activities at Spring Vale Primary School is shown in Appendix 1 (Hardware) and Appendix 2 (Software).

Learning and Teaching:

Computing at Spring Vale Primary School:

At Spring Vale Primary School we believe that pedagogy, creativity and computing should complement each other. The appropriate use of computing supports our school's high-quality teaching and learning, and technology can aid administration and management.

Computing at Spring Vale Primary School:

- Allows for engaged, collaborative learning.
- Promotes initiative, empowering learners with responsibility for their own learning experience.
- Enables learners to access environments, tools and resources, including other learners, at their own pace.
- Prepares pupils to participate in a rapidly changing world which is increasingly transformed by access to varied and developing technology.
- Offers powerful new possibilities for teacher professional development and meaningful school / community integration.
- Supports parents and carers in having a positive involvement in their children's learning.

Planning and Teaching: - long term computing plan attached as appendix 3

Teaching staff are responsible for integrating computing within lessons to promote learning in computing and all other subject areas.

Inclusion and Equal Opportunities:

All teaching and non-teaching staff at Spring Vale Primary School are responsible for ensuring that all children, irrespective of their gender, ability, ethnicity, first language and social circumstances, have access to the whole curriculum and make the greatest possible progress.

As with all other curriculum areas, material may be selected from earlier or later parts of the key stage as appropriate to enable pupils to progress and demonstrate achievement. Such materials are presented in a context appropriate for the age and maturity of the pupil. Computing is implemented in accordance with any Intervention, School Support Plan or Statement for a pupil. Pupils with English as an Additional Language receive the support necessary to allow them to access the curriculum as fully as possible.

Gifted and talented pupils will be supported in making continuing progress through extension activities and the provision of new opportunities to challenge them further.

Assessment:

Spring Vale Primary School has an assessment and record keeping policy and children are assessed in line with the National Curriculum requirements.

The school reports children's computing capability to parents at least once a year.

Examples of children's computing work is assessed, moderated and stored as exemplars on a shared area of the learning platform.

Computing may be assessed in a variety of ways:

- Observation of child or group on task
- Discussion with children about their task
- Personalised learning spaces
- Children's own evaluations of their work
- Assessment of skills
- Formal assessment of children's work against National Curriculum levels

These assessments:

- Inform future planning and set targets
- Provide information about individuals and groups
- Provide information for parents
- Contribute to each child's assessment portfolio

Monitoring:

The school has a procedure for moderation of computing work and innovative projects.

The implementation of the computing Policy and Guidelines are monitored by the:

Computing co-ordinator through:

- Classroom observations
- Sampling of pupil work
- Checking record keeping and planning
- Collecting evidence of attainment in a 'Computing Evidence Folder', situated on the learning platform.
- Dialogue with staff

Leadership team through:

- Sampling children's work and targets
- Sampling records
- Accessing the moderation folder
- Observations through appraisal

Head teacher through:

- Classroom observation
- Checking of record keeping and planning
- Accessing the moderation folder

a) Governors through:

- Liaison with the head teacher and Co-ordinator
- Classroom observation / learning walks

Health and Safety:

At Spring Vale Primary School we recognise the importance of health and safety for all in regard to the use of interactive whiteboards, computers, projectors and related equipment in and outside the classroom. This policy should be read in conjunction with the Health & Safety Policy.

Skills Auditing and CPD:

All teachers at Spring Vale Primary School are given the opportunity to develop their computing skills by engaging with relevant training sessions, including formal INSET days, staff meetings, and external course attendance. Staff development in computing is part of the staff appraisal and professional development process in school. Staff are encouraged to seek informal advice on teaching and learning from the subject co-ordinator and other colleagues.

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.

An annual audit will be undertaken to monitor staff competence and confidence and to support future training needs.

Reviewed by: Mr C Blunt

Reviewed on: 4th September 2023

APPENDIX 1 HARDWARE

18 Smart interactive whiteboards

32 Dell 2 in 1 laptops for use by children

9th Generation iPads – one per class teacher

61 9th Generation iPads for use by children

30 iPad minis for use by children

5 Lego Spike Prime robotics kits

APPENDIX 2 SOFTWARE

- Scratch
- Kodu
- Purple Mash
- Bee-Bot
- Scratch Jr
- Charanga
- Lego Spike prime
- Hopscotch
- Air server

APPENDIX 3 – Long term curriculum planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	Digital Programmer	Digital Artist	Digital Researcher & Digital Presenter	Digital Publisher	Digital Designer	Digital Broadcaster
	Digital Animator	Digital Programmer	Digital Data Handler	Digital Researcher & Digital Presenter	Digital Musician	Digital Film Maker
Lower Key Stage 2	Digital Programmer	Digital Artist	Digital Researcher & Digital Presenter	Digital Publisher	Digital Designer	Digital Broadcaster
	Digital Animator	Digital Programmer	Digital Data Handler	Digital Researcher & Digital Presenter	Digital Musician	Digital Film Maker
Upper Key Stage 2	Digital Programmer	Digital Artist	Digital Researcher & Digital Presenter	Digital Publisher	Digital Designer	Digital Broadcaster
	Digital Animator	Digital Programmer	Digital Data Handler	Digital Researcher & Digital Presenter	Digital Musician	Digital Film Maker

APPENDIX 4 – Classroom iPad allocation

Key Stage 1 iPad timetable						Date:
	Session 1 9:15-10:15		Session 2 10:30-11:30	Session 3 11:30-12:15	Session 4 1:05-2:05	Session 5 2:05-3:10
Monday		Playtime			Lunchtime	Year 2 Guided reading
Tuesday		Playtime			Lunchtime	
Wednesday		Playtime			Lunchtime	
Thursday		Playtime			Lunchtime	
Friday		Playtime			Lunchtime	

Key Stage 2 iPad timetable

Date:

	Session 1 9:15-10:15		Session 2 10:30-11:30	Session 3 11:30-12:15		Session 4 1:05-2:05	Session 5 2:05-3:10
Monday		Playtime			Lunchtime		
Tuesday		Playtime			Lunchtime		
Wednesday		Playtime			Lunchtime		
Thursday		Playtime			Lunchtime		
Friday		Playtime			Lunchtime	Year 4 Guided reading	Year 3 Guided Reading

APPENDIX 5 – Classroom laptop allocation

Member of staff	Class	Date / Session	Number of Laptops	No of Pens Taken	Time Taken	Time Returned	Sign

