

# Elmsett C. of E. V.C.P. School

## Computing Policy

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## Document Control

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## **1. INTRODUCTION**

At Elmsett Primary School we believe that Computing and the use of ICT is central to the education of all children. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks. Pupils are encouraged to develop a confident and safe approach to Computing and the use of ICT, with the understanding of the capabilities and flexibility of their resources. With the knowledge that Computing and ICT will undoubtedly continue to form a major part in the children's life at home, in further education and places of work, we ensure the Computing and ICT experiences and abilities that the children are equipped with at Elmsett, are effective and transferrable life skills for life in Modern Britain.

## **2. OBJECTIVES**

The new National Curriculum 2014 states that a high quality computing curriculum equips children to use computational thinking and creativity to understand and change the world. The core of computing is computer science and at Elmsett Primary School, children will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Children will be equipped to use ICT to create programs, systems and a range of content. Computing at Elmsett , ensures that children become digitally literate, able to use and express themselves and develop their ideas through ICT, at a level suitable for their academic stage, that will develop them for the future workplace and as active participants in a digital world.

## **3. AIMS**

At Elmsett Primary School we aim to develop children's knowledge, understand and skills so they can:

- Understand and apply the fundamental principles and concepts of computer science,
- Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems,
- Evaluate and apply IT, including new or unfamiliar technologies, analytically to solve problems,
- Be responsible, competent, confident and creative users of ICT,
- Use ICT safely.

## **4. THE CURRICULUM**

At Elmsett Primary School, knowledge, understanding and skills in computing and ICT are built upon and developed in each year group, from Reception to Year 6.

### **The Foundation Stage (Reception)**

In the Reception year, children will:

- Know how to operate simple equipment, e.g. turn on a CD player and use a remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

- Know that information can be retrieved from computers
- Complete a simple program on a computer.
- Use ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

## **Key Stage 1**

Throughout years 1 and 2, children will:

- 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 ICT beyond school,
- Use technology safely and respectfully, keeping personal information private, identify where to go to for help and support when they have concerns about content or contact on the internet or other online technologies.

## **Key Stage 2**

Throughout years 3, 4, 5 and 6, children will:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving 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 worldwide 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.

## **5. PLANNING**

### **Early Years Foundation Stage**

Teaching plans are drawn up by the computing co-ordinator and teacher in accordance with the Early Years Foundation stage Curriculum – Understanding the World - Technology. EYFS Medium Term Planning Sheets are used by the class teacher to identify the objectives for each half term. The short term planning outlines each week's activities, identifying the knowledge, concepts, skills, attitudes and values that will be developed, and details differentiation, deployment of staff/volunteer support and resources. The class teacher keeps these individual plans, and the subject leader monitors and reviews them regularly.

### **Key Stage 1 & 2**

Computing is planned by the computing co-ordinator in accordance with the National Curriculum. The Suffolk Computing Curriculum is used as a basic framework for the compulsory skills taught. Medium term plans are drawn up by the co-ordinator at the beginning of each half term. They ensure an appropriate balance and distribution of work across each half term with ample opportunity to revisit and extend children's learning. During each half term, specific learning objectives, tasks and activities are recorded on short term weekly planning sheets. Sheets for weekly planning specify organisational details, including teaching modes, differentiation, deployment of staff/volunteer support and resources. The coordinator keeps these individual plans, and the head teacher monitors and reviews them regularly.

### **Progression and Continuity**

At Elmsett Primary School we plan activities in Computing so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through school. Individual learners are able to make progress in the acquisition of concepts, knowledge and skills at the rate most appropriate to their ability and stage of development.

As Computing has replaced ICT in the 2014 National Curriculum, some of the attainment targets in Upper Key Stage 2 may not be attainable immediately as the knowledge, understanding and skills needed have not previously been attained. Therefore, the curriculum will be taught from the ability stage the children are at, rather than the expected age. After a few years, when children from Lower Key Stage 2 progress with the necessary knowledge, understanding and skills, the year 5 and 6 attainment targets will be met.

## **6. CURRICULUM LINKS**

(Please see other subject policies and the e-safety policy)

Effective teaching of Computing and ICT involves making connections across other curriculum areas and through continuous provision in the EYFS and Key Stage 1.

Computing has deep links with mathematics, science and design technology and provides insights into both natural and artificial systems. E-safety is also an important part of PSHE. Throughout all subjects, children at Elmsett Primary School will have opportunities to gain skill, knowledge and understanding in the following areas:

- Finding things out, gathering information from a variety of sources, entering, storing, and retrieving information.
- Developing ideas and making things happen through text, tables, images and sound,
- selecting and adding to information by planning and giving instructions to make things

happen,

- Exchanging and sharing information sharing ideas and presenting information in different forms, to best effect,
- Reviewing, modifying and evaluating work.

## **7. EQUAL OPPORTUNITIES**

(See also [Equal Opportunities](#) Policy)

Ensuring equality of opportunity does not mean that all learners are treated the same. At Elmsett Primary School, in accordance with the Learner's Act 1989, children are considered as individuals with particular needs and potentialities. Each child is given encouragement and the opportunity to develop their full potential in Computing and ICT, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background or disability.

## **8. SPECIAL EDUCATIONAL NEEDS**

(See also Policy for [Special Educational Needs](#))

It is important that learners should work at an appropriate level of difficulty across the curriculum. It is the responsibility of the class teacher to monitor and assess the ability and level of understanding of individual children regarding Computing and ICT, and to cater for their needs. Advice and support can be sought from the Computing Curriculum Lead, SENCo or Head teacher.

Conversely, learners of gifted ability in Computing and ICT need to be appropriately challenged in order to extend their knowledge and understanding and maintain motivation. Differentiated work and enrichment opportunities will be planned for those children by the class teacher.

## **9. RESOURCES**

At Elmsett Primary School, children and staff have access to a range of I.C.T equipment. The computers are linked to the school network and server and have facilities to connect to the Internet through Broadband connection. We currently have a range of PC's, laptops and ipads, as well as smartscreens in the classrooms.

Key pieces of software are used throughout the school and use of these are developed as the children progress. Other software is used to support ICT work in a range of curriculum areas. Equipment other than computers is also available and is used throughout the national curriculum. These include CD players, DVD players, Valiant Roamers, video cameras, digital cameras and Bee Bots.

## **10. RECOGNISING PUPILS' ACHIEVEMENTS**

- Pupils' achievements in Computing and ICT are recognised and celebrated.
- Showing work to the class, other classes, and to the whole school in assemblies and to the Head teacher
- The award of individual class awards.
- Head teacher Awards and certificates

## **11. ASSESSMENT, RECORDING AND REPORTING**

Learners are formatively assessed continuously in Computing and ICT by the coordinator in the course of their teaching, through observation, questioning and analysis of work. It is the responsibility of the coordinator to assess the progress of individual learners. This involves identifying each child's progress, determining what each child has learned.

## **12. FEEDBACK TO PUPILS**

Feedback to pupils is through discussion about their work and the marking of work. It is important that learners are involved in the assessment of their work as this helps them to understand their own strengths, needs and future targets for development. We encourage children to make judgements about how they can improve their and their peers work.

## **13. HOME SCHOOL PARTNERSHIP**

(Please see Internet Access Policy)

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. Often children may be asked to carry out research, which may involve the use of the internet. We ask parents and carers to encourage their child to complete the homework tasks that are set. We may also use online tools such as slamdog.

## **14. THE ROLE OF THE COMPUTING SUBJECT LEAD**

The Computing Subject Lead is responsible for:

- co-ordinating all aspects of Computing and ICT provision for learners throughout the school
- developing the Computing Policy, in consultation with teachers, the Head teacher and the Governing Body
- modelling good practice in the teaching of Computing and the use of ICT
- advising and supporting teachers and support staff in relation to Computing and ICT, including contributing to in-service training
- monitoring Computing, in conjunction with the Head teacher, through discussion with staff, by checking the Medium Term Planning of individual teachers to ensure coverage and progression, and through analysis of learners' work
- purchasing and the organisation of Computing and ICT resources
- keeping up-to-date with developments in Computing teaching and learning, and disseminating information to colleagues as appropriate
- completing an annual review of Computing for the School Development Plan
- maintaining an organised Computing Curriculum Leader file

## **15. WIDER COMMUNITY LINKS**

Elmsett Primary School supports the use of technology throughout the wider community and with the use of the school website, we share children's work, latest information, developments, newsletters and policies with parents and carers. Opportunities are also

planned for children to experience the necessities of technology in the wider community and in working environments.

## **16. CONCLUSION**

At Elmsett Primary School we believe in the importance of equipping our children for life in Modern Britain. Computing and ICT surrounds us all, and is an integral and therefore necessary part of all our lives. We aim to ensure that all children not only gain knowledge and skills in Computing and ICT, but an understanding of how it relates to their everyday life and will contribute to their future.

## **17. APPENDICES**

1. Internet Access Policy
3. Acceptable Use Agreement (staff)
4. Acceptable Use Agreement (pupils)

## **18. SCHOOL RULES FOR INTERNET USE**

STOP and THINK before you CLICK

Be polite. (no bad or abusive language or other inappropriate behaviour)

Keep personal information private

Do not post or share detailed accounts of your personal life. (contact information, daily routines, location, photographs and videos)

Do not post pictures or videos of others without their permission.

If you see any inappropriate materials, tell your teacher immediately.

If you see any abuse including cyberbullying, tell your teacher immediately.

Do not click on any pop-ups. (buying on-line; on-line gaming / gambling etc.)

Do not open attachments unless you are sure the source is safe

Tell your teacher immediately if you see something which makes you feel uncomfortable.

Do not respond to malicious or threatening messages (but do not delete them. keep them as evidence of bullying)

Do not arrange to meet anyone without having discussed it with an adult and taking a responsible adult with you.

## **19. APPENDIX 1 - INTERNET ACCESS POLICY**

At Elmsett Primary School, staff and children use the Internet to raise educational achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.

The use of school equipment to access the Internet brings with it a responsibility for its use. The use of the Internet at school and at home is increasing, and for many it is becoming a significant leisure activity. However, without appropriate measures, access to unsuitable materials is possible and security compromised. Our Internet Access Policy ensures that

Internet use supports the school's educational aims, that responsibilities to pupils and parents are met and that LA requirements are satisfied.

Due to the diverse range of information (both suitable and unsuitable for our purpose), now available through the Internet, the school has chosen a Broadband provider, which operates a filtering system. The provider is one that is recommended by, and works closely with the Local Authority. Materials deemed unsuitable are filtered by the provider and are not normally accessible to the school. Although considered to be a reliable service, due to the ever-changing nature of the Internet, no system is infallible and we recognise that it is impossible to completely remove the risk that our pupils might access unsuitable materials.

However, at Elmsett Primary School, we take all reasonable precautions to ensure that particular types of material can never be accessed.

We will:

- Provide children with a suitable introduction to the rules for responsible Internet use
- Supervise children when the Internet is accessed
- Frequently review Internet access
- Ensure that sites selected for use are appropriate to the user
- Ask staff and children to remain vigilant and to report to the Computing Leader / Teacher any sites which contain material which is considered to be unsuitable for children.
- Ensure children only send e-mail messages with the consent of their teacher
- Ensure personal information such as home address or telephone number is never given out.
- Ask parents / carers to sign and return a permission form.

Elmsett Primary School has its own web site. Our web site celebrates good work and promotes the school in the local and wider community.

## **20. APPENDIX 2 - STAFF AND VISITOR ACCEPTABLE USE AGREEMENT**

ICT and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school. This policy is to help ensure that all staff are aware of their professional responsibilities when using any form of ICT and to help keep staff, governors and visitors safe. All staff are expected to sign this policy confirming their undertaking to adhere to its contents at all times. Any concerns or clarification should be discussed with the Headteacher.

- I will only use the school's email / Internet / Learning Platform and any related technologies for professional purposes or for uses deemed 'reasonable' by the Headteacher or Governing Body.
- I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities.
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role and through official school systems.
- I will only use the approved email system for communications with school related activities.
- I will not give out my own personal details, such as mobile phone number or personal email address, to pupils or parents.

- I will ensure that personal data (such as data held on the administration system) is kept secure and is used appropriately. Personal data can only be taken out of school or accessed remotely when authorised by the Headteacher or Governing Body and with appropriate levels of security in place.
- Permission of the Headteacher.
- I will report any accidental access to inappropriate materials immediately to the Headteacher.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Images of pupils and/ or staff will only be taken, stored and used for professional purposes in line with data protection policy and with written consent of the parent, carer or staff member. Images will not be distributed outside the school network without the permission of the parent/ carer, member of staff or Headteacher in line with data security policy.
- I understand that the Headteacher may authorise my use of the Internet and other related technologies.
- I will respect copyright and intellectual property rights.
- I will ensure that my online activity, both in school and outside school, will not bring my professional role into disrepute. This includes ignoring invitations from pupils and parents to be part of their social networking site(s) and my private social networking is not linked to or with my professional role.
- I will support and promote the school's e-Safety policy and help pupils to be safe and responsible in their use of ICT and related technologies.

*User Signature*

I agree to follow this acceptable use policy and to support the safe use of ICT throughout the school

Signature: .....

Date: .....

Full Name: .....

**21. APPENDIX 3 - PUPIL INTERNET USE AGREEMENT**

Pupil's Agreement

I have read and understand the school Rules for Responsible Internet Use. I will use the computer system and Internet in a responsible way and obey these rules at all times. If I do not follow the rules, I understand that this may result in loss of access to the Internet as well as other disciplinary actions.

Pupil Name: .....

Signature: .....

Date: .....

**22. APPENDIX 4 - PARENTAL PERMISSION FOR INTERNET USE**

I have read and understood the school rules for responsible Internet use and give permission for my child to access the Internet. I understand that pupil's will be held accountable for their own actions. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

Parent Name: .....

Signature: .....

Pupil Name: .....

Date: .....

**Parent's Consent for Web Publication of Work and Photographs**

I agree that, if selected, my child's work may be published on the school web site.  
I agree that photographs that include my child may be published on the school web site.

Parent Name: .....

Signature: .....

Pupil Name: .....

Date: .....