St John's Catholic Junior School

Love one another as I have loved you

COMPUTING POLICY

Agreed by Governors_____

Signed _____Head teacher

Signed _____ Chair of Governors

February 2021

Introduction

Computing is concerned with storing, processing and presenting information by electronic means. Pupils need to use Computing in schools:

- to enhance and extend learning
- to gain confidence and the capability to use Computing in later life. (NCC)

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. (Computing POS)

The use of computers and other Computing tools will be incorporated into every curriculum area so that it becomes a working tool in the classroom and that its application arises naturally through classroom activities. It enriches the wider curriculum by providing opportunities for both individual and collaborative learning. Computing is not only a subject in its own right but is also a means of enhancing teaching and learning and proves to be a strong motivator for all children particularly those with special needs. It may be a tool by which children with emotional, physical or communication difficulties may fulfil their potential.

Purpose

The purpose of this policy is to:

- ensure appropriate access and equal opportunity for use by all pupils
- ensure continuity and progression in children's learning
- examine teaching and learning strategies
- identify skills, concepts and attitudes to be achieved
- monitor and record pupils' Computing capability
- ensure coherent management and support
- match provision against statutory requirements
- inform staff, governors, parents and other interested parties
- ensure awareness by all of e-safety issues
- provide acceptable user agreements for staff, children and parents before using the VLE

"Children and young people need to be empowered to keep themselves safe – this isn't just about a top-down approach. Children will be children – pushing boundaries and taking risks. At a public swimming pool, we have gates, put up signs, have lifeguards and shallow ends, but we also teach children how to swim." - Dr Tanya Byron Safer children in a digital world: The report of the Byron Review

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Aims

Computing is changing the lives of everyone. Through teaching Computing, we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

The aims of Computing are to enable children:

- to develop Computing capability in finding, selecting and using information;
- to use Computing for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their Computing skills and knowledge to their learning in other areas;
- to use their Computing skills to develop their language and communication skills;
- to explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy
- to use Computing to access the global community and develop an awareness of world citizenship
- to include their parents in their learning through sharing ideas, successes, homework, performances etc

Access and Deployment

Computing network infrastructure and equipment has been sited so that:

- each class has its own laptop with an interactive whiteboard and network access.
- Each class also has access to further mobile technology devices/iPads

Resources

The school acknowledges the need to continually maintain, update and develop its Computing resources and to make progress towards a consistent system by:

- maintaining a computer to pupil ratio of at least 1:2 which is in line with the expected ratio.
- investing in software that will effectively deliver the strands of the Computing curriculum
- investing in software that will support the use of Computing across the curriculum.
- enhance Computing opportunities to develop skills further

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Teaching and Learning Styles

As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. We do give children direct instruction on how to use hardware or software to enable them to use the computers effectively when studying other aspects of the curriculum.

The main emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them in whatever they are trying to study and share and present information about the world. So, for example, children might research a history topic by using an app, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of Computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text or editing an image etc.

We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

· setting common tasks which are open-ended and can have a variety of responses

· setting tasks of increasing difficulty (not all children complete all tasks)

· grouping children by ability in the room and setting different tasks for each ability group

· providing resources of different complexity that are matched to the ability of the child

· using classroom assistants, when available, to support the work of individual children or groups of children

Computing Curriculum Planning

St John's Catholic Junior School uses a skills based scheme of work for Computing as the basis for its curriculum planning. Computing skills are taught in context through the topics studied in the various classes. We continue to adapt the scheme as technology advances to allow children to access the widest possible Computing curriculum.

We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plans map the Computing areas that the children study throughout the year and how these activities fit into the rest of the curriculum. These fit together to ensure progression within the curriculum plan. Computer science will tend to be taught more discreetly and the school uses Code Studio as the basis of its computer science throughout the school. Other activities and apps such as Scratch are also utilised to consolidate work completed in Code Studio.

The Computing subject leader works this out in conjunction with teaching colleagues in each year group. Our long-term Computing plan shows how skills and wider understanding are distributed across the year groups.

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Our medium-term plans are derived from the long term maps. These detail the coverage for each term. They identify the key skills for each unit of work. The Computing subject leader reviews these plans and advises teachers as necessary.

The class teacher is responsible for writing the short-term plans including the Computing component where appropriate. The class teacher keeps these individual plans and s/he and the Computing subject leader often discuss them on an informal basis.

The areas studied in Computing are planned to build upon prior learning in other years. While we offer opportunities for children of all abilities to develop their skills and knowledge each term, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school. Children are encouraged to use the computers individually if they feel that a computer is the best tool for the task at hand.

The contribution of Computing to teaching in other curriculum areas

Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while presentational apps and the Internet prove very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way.

English

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They learn how to improve the presentation of their work by using multimedia apps. Computing is used to help support the development of the learning of phonic and spelling skills. Online English subscription sites are used for intervention and homework across KS2, such as Reading Wise, Nessy, Bug Club and First News.

Mathematics

Many Computing activities build upon the mathematical skills of the children. Children use Computing in mathematics to collect data, make predictions, analyse results, and present information graphically. Computing is used to support the development of mathematical skills in the lessons and as a cross curricular tool. Online maths subscription sites are used for intervention and homework across KS2, such as Doodle and TT Rock Stars.

Personal, Social and Health Education (PSHE) and Citizenship

Computing makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet, email and social messaging. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of Computing, and they also gain a knowledge and understanding of the interdependence of people around the world.

Computing and online resources are increasingly used across the curriculum. We believe it is essential for e-safety guidance to be given to the pupils on a regular and meaningful basis. E-safety is embedded within our curriculum and we continually look for new opportunities to promote e-safety.

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Teaching Computing to Children with Special Educational Needs

At St John's Catholic Junior School, we teach Computing to all children, whatever their ability. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum and using Balance allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning Computing.

Assessment and Recording

Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher comments on it to the child as necessary.

Through the use of Balance, teachers will assess pupils progress in the key skills for their year group. The teacher and subject leader will have access to the ongoing progress of a class and individual pupil. From this we will be able to identify strengths and weaknesses, allowing us to set targets and build these into our development plan.

Monitoring and Review

The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader. The Computing subject leader is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. A governor will be invited to take a particular interest in Computing in the school and the finance sub-committee ensures adequate funding is allocated to cover equipment and all necessary contracts. The school buys into *Hi Impact* for support with embedding Computing fully into the curriculum

Staff Training

- the Computing Subject Leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year
- individual staff should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator

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Health and Safety

All pupils receive introductory sessions dealing with Health and Safety issues. These include showing pupils how to adjust the brightness and contrast settings of screens as well as the correct seating position. Pupils also receive instruction on the correct procedure for using a mouse (if necessary) and are regularly reminded not to look directly into the projector beam when using the interactive whiteboard.

Other provision includes:

- devices are positioned, wherever possible, away from light reflection and glare
- all equipment is checked annually under the Electricity at Work Regulation 1989. A detailed inventory is kept up to date by the bursar who ensures all equipment is checked. New equipment is added to the inventory on arrival
- regular Risk Assessment surveys are conducted by the designated H&S representative, faults are logged and appropriate action taken
- lessons involving the use of Computing are structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard

Signed by Computing Co-ordinator ....

Head Teacher ....

Dated   February 2021

Review Date:

February 2021

Student Acceptable Use Policy

Acceptable Use Agreement

This agreement will help keep me safe and help me to be fair to others:
Tick each box to show you know how to keep safe online!

I learn online – I use the school's internet and devices for schoolwork, homework and other activities to learn and have fun. School internet and devices are monitored.	
I ask permission – Whether at home or school, I only use the devices, apps, sites and games I am allowed to, at the times I am allowed to.	
I am creative online – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things.	
I am a friend online – I won't share anything that I know another person wouldn't want shared, or which might upset them. And if I know a friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.	
I am a secure online learner – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!	
I am careful what I click on – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes add-ons can cost money, so it is important I always check for these too.	
I ask for help if I am scared or worried – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.	
I know it's not my fault if I see or someone sends me something bad – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.	
I communicate and collaborate online – with people I already know and have met in real life or that a trusted adult knows about.	
I know new online friends might not be who they say they are – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.	
I check with an adult before I meet an online friend face to face for the first time, and I never go alone.	
I don't do live videos (live-streams) on my own – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.	
I keep my body to myself online – I never get changed or show what's under my clothes in front of a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.	
I say no online if I need to – I don't have to do something just because a friend dares or	

challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.	
I tell my parents/carers what I do online – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.	
I am private online – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.	
I am careful what I share and protect my online reputation – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).	
I am a rule-follower online – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour.	
I am not a bully – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.	
I am part of a community – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.	
I respect people's work – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.	
I am a researcher online – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find.	
I have read and understood this agreement. If I have any questions, I will speak to a trusted adult.	
Please list your trusted adults at home and in school:	

Sanctions

1. Violations of the above rules will result in a temporary or permanent ban on Internet use.
2. Additional disciplinary action will be taken in line with existing school rules as appropriate to language or behaviour.

Student Name:

Student Signature:

Date:

I have read and understand the above and agree to the conditions under which my son/daughter obtains access to St John's computer facilities including the Internet, and other computer-based information networks available through the school.

Parent/Guardian Signature:
Date:

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Document 2

Google Classroom

Dear Parent/Guardian,

As part of our curriculum we encourage pupils to make use of educational resources available on the Internet. We also provide pupils with access to Google Classroom

Google Classroom provides all pupils with an online, personal storage area as well as access to online learning resources which are available anytime, anywhere.

Therefore, before they access Google Classroom we would like all pupils to discuss the Acceptable Use Policy with their parents/guardians and then return the signed form.

Acceptable Use Policy for Google Classroom

1. I will keep my Google Classroom username and password secret
2. I will only use my own username or password to log on to Google Classroom
3. I will not give personal details (like my home address or mobile phone number), or the personal details of any other person, to anyone by using Google Classroom
4. I will only download, use or upload material when I have been given permission by the owner
5. I will only view, download, store, distribute or upload material that is lawful, and appropriate for other users. If I am not sure about this, or come across any potentially offensive materials within Google Classroom, I will inform the schools Google Classroom Administrator.
6. I will always respect the privacy of other Users.
7. I will avoid any acts of vandalism on or to Google Classroom. This includes, but is not limited to, uploading or creating computer viruses and mischievously deleting or altering data from its place of storage.
8. I will be polite and appreciate that other Users might have different views to my own. I understand that the use of strong language, swearing or aggressive behaviour is not permitted.

I have read the acceptable use policy and agree to the terms.

Student Name:

Student Signature:

Date:

Parent/Guardian Signature:

Date:

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