

St Anne's Catholic Primary School

Computing and ICT Policy

Introduction:

This policy sets out St. Anne's Catholic Primary School's aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Safeguarding Child protection policy, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies.

The policy has been developed by the Computing Leader in consultation with the Headteacher. Guidance from consultants and pupil, parent and staff voice questionnaires, will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study.

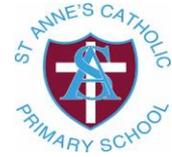
Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic year.

1 Intent

At St. Anne's Catholic Primary School, we understand the important value that technology provides in supporting the Computing and whole school curriculum, day-to-day life within our school and also the immense role it plays in our pupil's lives as they grow up.

Computing and technology play a pivotal part in the lives of each pupil at our school. In this technology driven world, it is important that as adults, we educate our pupils to use technology safely and responsibly. It is our intent that as pupils grow and progress in the world of technology, they will access a broad and balanced curriculum, with opportunities for Computer Science, Information Technology and Digital Literacy. As a result, we recognize Computing Science as the core of computing, where children are taught the principles of information and computation, digital literacy and programming. From here pupils are equipped to use information technology to create programs, systems and a range of content.

Our school aim is for all of our pupils to develop their computational thinking skills and creativity. At the core of the Computing curriculum lies computer science. Our children will be able to build on their knowledge using information technology skills and by becoming computer literate. The use of Purple Mash across the school, underpins the curriculum needs for all of these areas. Computing teaching has links with many subjects and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving, therefore we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace, as they become active participants in a digital world.



1.1 In general, our Computing curriculum aim to develop pupils who:

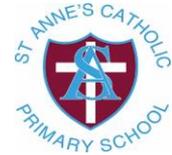
- Are responsible, competent, confident and creative users of information and communication technology
- Know how to be safe whilst using technology, as well as while working on the internet, are able to minimise risk to themselves and others
- Become responsible, respectful and competent users of data, information and communication technology
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Can analyse problems using computational thinking, and have repeated practical experience writing computer programs in help solve such problems
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Become digitally literate as they actively participate in a digital world
- Capably use technology throughout their lives
- Persevere when engaging with technology and its associated resources
- Understand and follow the Be Internet Legends Online Safety rules
- Know who to contact if they have concerns regarding online safety issues

2 Implementation

At St. Anne's Catholic Primary School, in order to ensure good to outstanding quality of teaching in Computing, we implement a curriculum that is coherent and progressive throughout the entire school. Since Computing is a foundation subject in the National Curriculum and at our school, implementation of the computing curriculum is therefore in line with the 2014 Primary National Curriculum requirements for KS1 and KS2.

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects taught to the younger children. Teaching computing within this curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning.

We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the



children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy, as well as with online safety.

The use of Purple Mash as a cohesive scheme of work, addresses the statutory aspects of the National Curriculum. In the EYFS, the approach is through cross-curricular learning, with an emphasis on hands on experiences and is assessed through the Understanding the World, Early Learning Goal. Teaching is through context-based and role play experiences using many resources such as iPads and programmable toys.

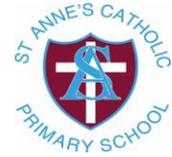
From Year 1 upwards, Our Computing Progression Model is supplemented by the Purple Mash scheme of work which we follow from Year 1-6, ensuring coherence and progression throughout the school. Our progression is broken into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses.

The Purple Mash scheme of work enables clear coverage of the computing curriculum, while at the same time providing support for less confident teachers to access lessons. At St. Anne's, teachers use the Purple Mash scheme of work which are split into year groups. Computing lessons are broken down into units, usually with two units taught per half-term. Computing and safeguarding go hand in hand, therefore we provide a huge focus on internet safety inside and outside of the classroom. All pupils study an online safety unit through their computing lessons. We also believe that it is important to engage with parents over online safety. Therefore, parents are informed when issues relating to online safety arise and further information/support is provided through our Pastoral Lead or class teachers.

Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, internet and email, databases, communication networks, touch typing, animation and online safety. Teachers should ensure that ICT and computing capability is also achieved through core and foundation subjects and where appropriate and necessary ICT and computing should be incorporated into work for all subjects when appropriate.

At St. Anne's, we have a wide range of resources to support our computing teaching including but not limited to, iPads, laptops, bee-bots and cameras. Pupils may use laptops or iPads independently, in pairs, or alongside an adult. Computing work can be stored and saved using pupil log in details and computing tasks can also be set for pupils. Each class has a display board that also displays a range of computing related work in their class and a central computing display board showcases work done across the school, as it relates to our computing journey across the school.

Children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers, in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.



3 Impact

At St. Anne's, our Computing Curriculum is progressive and builds on key skills in the different computational components. It is planned to demonstrate cohesion and build on and embed current skills. We focus on progression of knowledge and skills and also on vocabulary which also form part of the units of work.

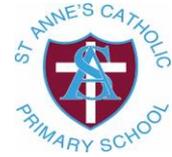
If children are keeping up with the curriculum, they are deemed to be making good or even better progress. We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice)
- Work samples saved in pupil files on their Purple Mash account and reviewed regularly by the class teacher as well as the computing lead
- Photo evidence and images of the pupils practical learning all across the school and displayed on the Computing whole school display board
- Monitoring with our subject computing lead in order to ensure that all classes have a consistent coverage of the curriculum
- Opportunities for dialogue between teachers and computing lead for reflective teacher feedback and to provide guidance where necessary
- Progress is measured through regular teacher assessments. These take place at the end of each unit of work taught and judgements are made against the NC objectives. The Purple Mash emerging, expected, exceeding indicators are used to ensure consistency of assessment across all year groups
- Teachers make a judgement at the end of each term as to whether a child is making good progress. This allows for data analysis to identify any gaps of knowledge or skills. This can then be identified for teacher's future planning.

4 Safeguarding: Online safety

Online safety has a high profile at St. Anne's Catholic Primary School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.



- A monitoring and filtering software for all online access which highlights key searches if they are a Safeguarding concern.
- Any concerns dealt with in accordance to Safe guarding and child protection policy.
- Supports pupil citizenship encouraging safe use while on the equipment or internet
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. Parents are supported by DSL or Pastoral lead if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with fairly and proactive approach.
- Data policies which stipulate how we keep confidential information secure.

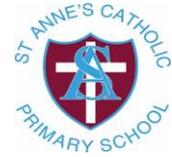
5 Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

5.1 Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.



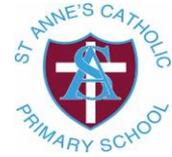
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

5.2 Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

5.3 Key Stage 2 outcomes

- 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 worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

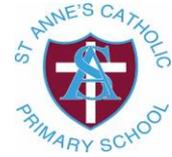


6 Assessment

- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.
- Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the termly assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash. Additionally, exemplar pieces of work from individual pupils is shared with parents using Parent Portal (a feature in Purple Mash).

7 Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
- An itemised list of all resources is shared with staff and kept up to date by the Computing Leader.
- Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.
- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.



- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

8 Inclusion

At St. Anne's Catholic Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with SEND and EAL speakers.

We place particular emphasis on the flexibility which technology brings, allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

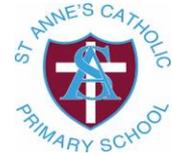
9 Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.

9.1 Monitoring will be achieved through:

- Work scrutiny
- Learning walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring
- Dedicated Computing Leader time



9.2 Evaluation and Feedback will be achieved through:

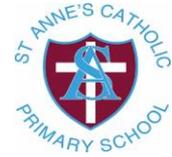
- Dedicated Computing Leader and Assessment Leader time
- Using recognised standards documentation for end-of-year expectations
- Using recognised national standards for benchmarking Computing provision in primary schools
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings

10 Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

10.1 Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing.
- Ensuring any government legislation is being met.
- Ensure monitoring and filtering is provided and suitable for the needs of the school

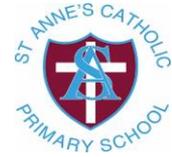


10.2 Computing Leader

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the SENCO/Head Teacher and Pastoral lead to ensure online safety provision is above adequate and all legislation is in place.

10.3 IT Technician

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.



- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

10.4 Administration Staff

Posts approved requests to the school's social media accounts.

Supports procurement of resources.

Supports the technician with some data management.

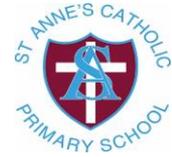
10.5 Other

IES provides technical service issues for the school.

10.6 Health and Safety

St. Anne's Catholic Primary School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.



Date agreed by governing body on 26 March 2024	Signature of Chair or Vice Chair
Date agreed for review Summer 2025	Frequency of Review
Responsibility for Review Head teacher	