

# Our Lady's RC Primary School



## ICT & Computing Policy

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Person Responsible	Computing Lead & Head Teacher
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**Signed:** *Alwynne*

(Person Responsible) **Date:** 2/9/25

**Signed:** *Alwynne*

(Headteacher) **Date:** 2/9/25

**Signed:** *C. M. Massingham*

(Chair/Governor) **Date:** 2/9/25

# Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



## Our Mission Statement is:

*"Learning and loving together; we grow with Jesus"*

*Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth** – the tree, **love** – the hearts and **Christ** – the Cross*



## The Core Values that provide the foundation for that Mission are:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11 **Respect**

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18 **Nurturing**

## Nurture

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

## Introduction

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.'

Computing programme of Study, DfE, 2013

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems... Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

This document is a statement of the aims, principles and strategies for the use of Computing at Our Lady's RC Primary School as we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet. For this reason, we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.

## Vision

Computing is an integral part of school life. It is used across the curriculum, with children using it as naturally as any other classroom resource. We are aware that continuing professional development for staff is paramount to success and positive promotion of Computing in school; especially in regards to the use of new technologies. Our Community links are being strengthened through our use of 'Twitter' and the regular updating of the school website. We believe Computing at Our Lady's RC Primary School will allow the children to become confident users of new technology. Therefore, equipping them for their future working lives. Computing at Our Lady's RC Primary School caters for all children, taking into consideration all learning styles, as well as SEND and Gifted and Talented children.

## AIMS

### Computer Science

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning.
- To develop children's understanding of technology and how it is constantly evolving.

### Digital Literacy

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices.
- To promote pupils' spiritual, moral, social and cultural development.

## Information Technology

- To develop ICT as a cross-curricular tool for learning and progression.
- To promote learning through the development of thinking skills.
- To enable children to understand and appreciate their place in the modern world.

### **ROLES AND RESPONSIBILITIES**

- Governing Body will ensure the policy is in place, adhered to and reviewed regularly.
- Head Teacher will maintain an overview of the place of ICT within the SDP and financial allocation within the school budget.
- Computing Coordinator will support and guide the implementation of the Scheme of work and monitor continuity and progression throughout the school.
- Computing Coordinator will liaise regularly with the Computing governor keeping them informed of current initiatives and computing work that is going on throughout the school.
- Class Teachers will familiarise themselves with relevant software and peripherals and teach appropriate Computing activities.
- Support Staff will be familiar with relevant software and peripherals and, in collaboration with the class teacher, work with small groups and individuals on computing activities.

### **CURRICULUM**

#### **Foundation Stage**

Although computing is not a statutory part of the EYFS curriculum, we will ensure that children of Reception age receive a broad, play-based experience of computing through the use of new technologies. Alongside this, e-safety lessons will be taught explicitly to Reception children during our whole school e-safety week. They also cover aspects of computing skills through unplugged activities such as 'how to make a sandwich' and 'how to plant a seed'. This helps us set the foundations for future learning in KS1.

#### **In KS1, children will:**

- Recognise common uses of ICT beyond school.
- Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.
- Understand what algorithms are, and how they are implemented.
- Create and debug simple programs. Predict the behaviour of simple programs.
- Create, organise, store, manipulate and retrieve digital content.

#### **In KS2, children will:**

- Write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
- Use sequence, selection, and repetition in programs.

- Work with variables and various forms of input and output.
- Explain how some simple algorithms work, and how they can detect and correct errors.
- Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
- Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
- Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.
- Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns.

Teacher's planning is differentiated to meet the range of needs in each class. A wide range of teaching and learning styles are employed to ensure all children are sufficiently challenged. Children may be required to work individually, in pairs or in small groups according to the nature of the task. Different outcomes may be expected depending on the ability and needs of the individual child.

### **ASSESSMENT**

In accordance with the schools policy on assessment, recording and reporting, children's computing skills are regularly monitored and evaluated using the methods outlined below and annual reports are sent to parents regarding progress made in computing.

Individual Computing files are used by all KS1 and KS2 classes which contain any paper based work children have completed. Evidence can be presented in a variety of ways including photos, screenshots, QR codes, printed work or teacher/pupil comments. At the start of each computing unit of work, end of unit expectations will be shared with all pupils alongside the key vocabulary for that unit. Following the unit, the children will be formally assessed during and at the end of each unit, as in other subjects. Assessment of computing will utilise the Teach Computing documents and resources that set out the pathways for knowledge and skills progression in three key areas linked to the new computing program of study that have already been mentioned in this policy. Assessment of Computing will be recorded in the schools assessment tracker along with all other subjects. Teachers will use these resources to assess pupils' knowledge and understanding and will use this assessment model to aid planning and future steps in pupils learning.

### **How is progress monitored?**

Throughout the year, the co-ordinator will be released to monitor computing within school to ensure adequate implementation of the policy and to evaluate the effectiveness of the medium term plans. This should aid the identification of staff development needs and will in-turn inform the SDP plan. The policy will be reviewed every year by the Computing Co-ordinators in discussion with the staff, the Head teacher and the Governing Body's Curriculum Standards & Monitoring Group.

## SEND/ INCLUSION/ EQUAL OPPORTUNITIES IN COMPUTING

At our school we teach computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our C computing teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. Computing is used to develop and enhance particular learning strategies suggested by a child's Pupil Passport.

For further details see separate policies: SEND; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. Specific software is provided to support children with a wide variety of needs through consulting with LA external agencies.

It is also recognised that children with Special Educational Needs have an appropriate experience of computing.

We enable all pupils to have access to the full range of activities involved in learning computing. Where children are to participate in activities outside the classroom (a 'trip to St Joseph's RC High School', for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Computer use is carefully managed by the class teacher to ensure equality of provision for all children.

## RESOURCE MANAGEMENT - HUMAN

At Our Lady's we have a fantastic range of computing resources; a Learning Resource Centre fit with a class set of computers, a full class set of iPads, Beebots, Vex Robots and physical computing kits. As class teachers, we manage these resources regularly to ensure their maximum potential in computing sessions.

## PROFESSIONAL DEVELOPMENT

As part of the school's professional development, an audit and identification of staff needs is continuously reviewed indicating individual staff training requirements.

There is a provision for personal access to C computing for all staff via school computers. These computers allow staff to have access to the Internet, Email system, applications suitable for planning, monitoring and recording appropriate to their role. (E.g. Microsoft Office)

## **TECHNICAL SUPPORT**

- Technical support for the laptops/IPads and associated hardware will be provided by our IT support company from whom it was purchased.
- Technical support for third party machines whilst under warranty will be by the provider.
- Further technical support will be provided by the IT Technician, who is available once a week.
- Technical problems should be notified via the IT diary in the Secretary's Office which is checked weekly by the Technician.
- Computing Coordinator and Secretary should be informed of problems requiring assistance from outside technicians.

## **RESOURCE MANAGEMENT - PHYSICAL MANAGING RESOURCES**

Budget allocation for ICT resources is reviewed annually in accordance with the school development plan, which also outlines future purchasing/ acquisition priorities.

Other financial opportunities are also targeted where ever possible, including Devolved Capital funding, Computers for School, PTA Association monies, fund raising.

The School Development Plan indicates prioritised areas where staff are likely to require further training and support and how this will be delivered.

## **HARDWARE**

There is an annual audit of IT hardware, which is updated as necessary.

School has in place a programme, which allows for the replacement of hardware and peripherals. This embraces the old Government target of 1 computer to 8 children.

School ensures that it provides appropriate security and insurance cover compliant with LEA requirements.

## **WORKSTATION REPLACEMENT POLICY**

In the working school the classroom computers/laptops have been purchased outright via either our computing Support Provider, or other best value computing company. Older, third party PCs are replaced as and when they reach the end of their usable life by outright purchase.

## **DISPOSAL OF COMPUTING EQUIPMENT**

When a PC at Our Lady's RCP becomes redundant i.e. when it reaches the end of its usable life, the computer is disposed of via our IT Support provider.

## **SOFTWARE**

There is an annual audit of computing software throughout the school, which is updated as necessary. This complies with the amendments to the SOW and is appropriately covered by relevant site licenses. The SOW identifies future software needs. Where these software needs are directly related to a curriculum area negotiations of funding will take place with other curriculum coordinators.

## ACCESS TO COMPUTING

Via the SOW the school ensures fair access to computing equipment for all, along with the facilities for appropriate use of the Internet. Because of the filtered Internet access within the LEA, as outlined in the separate Internet Use policy, every effort has been, and is made to ensure pupils do not access inappropriate materials. The school is currently considering enabling computer access to pupils outside school hours.

## INTERNET ACCESS

Rules governing access to the Internet and E-Mail communication are set out in the school's Internet Access Policy.

## HEALTH AND SAFETY

School ensures that through school policies and risk assessments, Health and Safety regulations are followed.

All computers and peripheral devices will be set securely on computer trolleys or tables with leads and wiring placed towards wall, cupboards or display screens so they will not be exposed or trailing.

Children will be taught about the safe working, logging on and loading of programmes.

Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present.

Food and drink should not be consumed near IT equipment.

It is the responsibility of staff to ensure that classroom IT equipment is stored securely and that their class or themselves return the system to its base after use.

Staff should ensure that the children are seated at the desks comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).

An adult should always be present when children are accessing information via the Internet. The LEA service provider does filter information but staff are ultimately responsible for information accessed by pupils.

### *Interactive Whiteboards:*

Following Becta advice when using an interactive whiteboard the following Health and Safety procedures should be adopted:

- No one should stare directly into the beam of the projector.
- When entering the beam, users should not look towards the audience for more than a few seconds.
- Users should keep their backs to the projector beam when standing in it.
- Children should be supervised at all times when a projector is being used and in particular when they are asked to point out something on the screen.
- Control light in the room by using blinds which diffuse rather than remove ambient lighting thus reducing the need to increase the beam intensity.
- Retaining some ambient light enables eye to eye contact to be maintained and there is some evidence that pupils work more ably when exposed to natural light. Restore natural daylight promptly on conclusion of interactive whiteboard sessions.
- Use the brightness reduction facility on the projection when a presenter is standing in front of the projector.
- A maximum of 1500 ANSI lumens should be more than adequate for most classroom environments.

- Projectors should be installed as far forward as possible to avoid the projector beam entering the user's field of vision. This is best achieved by ceiling-mounting, rather than floor— or table-mounting, the projector. There are also some all in one interactive whiteboards emerging which remove any potential danger of getting the light beam in the eye of the user and almost eliminates the area of shadow from the user.
- Board positioning should be determined following an appropriate risk assessment.
- Electrical standards and regulations apply in relation to all interactive whiteboards aspects.

## **SYSTEMS AND INFORMATION MANAGEMENT**

Currently within schools the SIMS software is available on administration, but not on curriculum machines.

## **EVALUATION ASSESSMENT, RECORDING AND REPORTING**

Overall responsibility for monitoring and development of computing within the curriculum will lie with the Head Teacher and the computing coordinator. However as computing is a statutory part of all subjects within the National Curriculum it is expected that individual coordinators will also be looking for ways of developing computing within their subject areas and sharing this information with colleagues.

In accordance with the school policy on assessment, recording and reporting, children's computing skills are regularly monitored and evaluated and annual reports are sent to parents regarding progress in computing.

Over a year a profile is developed incorporating all aspects of the POS, and will be supported by a portfolio containing evidence of a range and variety of computing work (including teachers' planning, templates, draft and final versions). This will allow for moderation and an analysis of continuity and progression to take place between and within year groups and Key Stages.

## **SMSC in the Curriculum**

All subject teachers of Computing are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the Computing curriculum. During Computing lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children begin to understand their own feelings and emotions, and this enables them to reflect and to learn. In Computing we deliver spiritual development through projects which require students to develop personalised content, allowing them to experience wonder, express their beliefs, or choose and comment on appropriate subject matter relevant to their developing beliefs and values for research and presentation tasks.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong. In Computing we deliver moral development through Digital Citizenship, Digital Literacy, and E-Safety modules, encouraging students to consider the moral and legal implications of their actions online and elsewhere.

Social development involves learners working effectively together and participating successfully in the whole school community. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member. In Computing, we deliver social development through group tasks, peer assessment, and curricular elements which focus on the social applications of computers, with particular emphasis on using technology and computational thinking to solve problems for a given audience and purpose, encouraging learners to consider the needs and views of a range of members of school and wider communities.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity. In Computing we deliver cultural development through themed tasks requiring students to research and present information on a range of topics varying from international festivals to personal interests and values. There is also an emphasis on the present place of Computing as a subject within a context of international technological history, encouraging students to recognise and celebrate the contributions of men and women from a range of cultures and countries to the development of the technologies they are learning to use effectively.

#### **MONITORING, EVALUATION AND REVIEW**

As detailed in the monitoring timetable, the coordinator will be released to monitor computing within the school to ensure adequate implementation of the policy and to evaluate the effectiveness of the SOW. This should aid the identification of staff development needs.

The evaluation of the effectiveness of any training relating to staff development will be via Professional Development meetings within school.

The policy will be reviewed on a 2 yearly cycle or earlier as appropriate.

See sections on hardware and software for details on monitoring replacement due to wear and tear and amendments.