**Perryfields Primary PRU**



**Computing / ICT Policy**

**Written**

**September 2019**

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| **Review Date** | **Reviewed Date** | **Reviewer** | **Action**  |
| **June 2021** | June 2021 | **SLT** | Ratified by Management Committee 06.07.2021 |
| **June 2024** |  | **SLT** |  |
| **June 2027** |  | **SLT** |  |



Introduction

This policy sets out Perryfields Primary PRU’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, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Computing Leader in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and 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 cycle.

Vision

Perryfields Primary PRU believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Inclusion

At Perryfields Primary PRU, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to 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. We believe that inclusion goes beyond the school gates and celebrate our learning, with our parents, through SeeSaw (KS1)

Our aims:

* Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
* Enthuse and equip children with the capability to use technology throughout their lives.
* To provide learners with fundamental computing skills (use of mouse and keyboard) and the opportunity to develop said skills
* Give children access to a variety of high-quality hardware, software and unplugged resources.
* To use computing skills gained in a variety of areas across the curriculum
* Instil critical thinking, reflective learning and a ‘can do’ attitude for all our pupils, particularly when engaging with technology and its associated resources.
* Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
* Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
* Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
* Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
* Provide technology solutions for forging better home-school links, celebrating children’s work and providing home learning (SeeSaw)
* Utilise computational thinking beyond the Computing curriculum.
* Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding: Online safety

Online safety has a high profile at Perryfields Primary PRU 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- provided through Purple Mash, STEM and linked to our PHSE curriculum.
* A specific scheme of work related to online safety which 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.
* 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. They know who to contact at school 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.
* Filtering and monitoring systems for all our online access.
* Data policies which stipulate how we keep confidential information secure.

Curriculum

As a school, we have chosen the STEM and Purple Mash Computing Schemes of Work from Reception to Year 6. These schemes of work support 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 these schemes of work more than adequately meet the national vision for Computing. It provides immense flexibility, strong cross-curricular links and builds a strong fundamental skill set. Furthermore, it gives excellent supporting material for less confident teachers. Each child is provided with personal logins for Purple Mash and Scratch to enhance their learning experience.

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.

**Key Stage 1 Outcomes**

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

**Key Stage 2 Outcomes**

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| Design, write and debug 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 |
| 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 world wide 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. |

Planning

Planning for/ the sequency of learning Is provided through STEM learning graphs and Purple Mash. Teachers should use this to teach stand-alone computing lessons as well as giving the children the opportunity to develop their skills further through cross circular learning. Please see attached two-year long-term plan (Appendix 1)

Assessment

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions and questioning about tasks. On completion of a piece of work, the teacher marks the work in accordance with the marking policy and against the learning objective, the learning graph and the unit overview (STEM). Staff can access the 2Simple Computer assessment tool to assess attainment and summative assessment is taking in-line with the assessment cycle (see assessment policy).

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 and SLT. 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. Audit of skills are carried out and relevant CPD applied for through the SLT.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule. Monitoring will be achieved through:

* Work scrutiny.
* Learning walks.
* Observations.
* Pupil voice.
* Teacher voice.
* Reflective teacher feedback.
* Learning environment monitoring.
* Dedicated Computing Leader and Assessment Leader time.
* 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.

Roles and Responsibilities

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

**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.

**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.

**Administration Staff**

* Maintains the school website content.
* Posts approved requests to the school’s social media accounts.
* Supports procurement of resources and technical services.
* Supports the technician with some data management.

Health and Safety

Perryfields Primary PRU 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.

**Appendix 1**

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| **TERM** | **Cycle 1** | **Cycle 2** |
| Autumn 1 | **London’s Burning** What was the Great Fire of London? | **Flight**What flies? |
| Autumn 2 | **Great War**How do we remember WWI? | **Home Front**When was WWII? |
| Spring 1 | **Poles Apart**Do penguins and polar bears live together? | **Wonder Women**What famous women do you know? |
| Spring 2 | **Get out of my swamp**What is a fairy tale?  | **Pioneers**What is a pioneer? |
| Summer 1 | **School Days** What is school? | **Toys**What are toys? |
| Summer 2 | **Journey Through Europe**Where in the world is Europe? | **Indian Spice**What kind of country is India? |

**KS1**

**KS2**

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| **TERM** | **Cycle 1** | **Cycle 2** |
| Autumn 1 | **Greece Lightening** Who were the Ancient Greeks? | **Rule Britannia**Where did the Vikings come from and where did they settle? |
| Autumn 2 | **Battling Britain**Why did World War 2 happen and what were the implications? | **The Great War**Which countries formed the British Empire? |
| Spring 1 | **Walls and barricades**What are the differences and similarities between physical walls and social barriers? | **Out of this world**Which nations pioneered space exploration?  |
| Spring 2 | **Disasters**What are natural disasters and how do they occur? | **Mexico and the Mayans**What are the differences and similarities between Mexico and the UK?  |
| Summer 1 | **Wonder Women**Which women have had a significant impact on The World we live in today? | **Yes Minister**What is democracy? What are the differences between rules and laws? |
| Summer 2 | **Travels to Tokyo**Where will the Olympic games be held and who will take part? | **Wild Waters**How are rivers formed and where are they found? |