



Marriott Primary

Achieving Together

COMPUTING POLICY

Approved	15 th June 2021
Signed (Chair of Governors)	<i>Steve Wilson</i>
Reviewed (Due: 15 th June 2023)	
Signed (Chair of Governors)	

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Rationale

This policy sets out Marriott 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, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Computing Leader (Mr Barwell) 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.

Aims

Marriott Primary School 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.

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links. Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- 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.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.

Safeguarding: Online safety

Online safety has a high profile at Marriot 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.
- 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. Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- 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.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

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 as it gives excellent supporting material for less confident teachers; however, other resources can be used at the teacher's professional discretion in order to meet the curriculum objectives.

In Key Stage 1, we are using programmable resources (such as BeeBots) and in Key Stage 2, we are using ToodleBit resources alongside micro:bit to consolidate and apply computational thinking in practical activities. This is with the overall aim to engage and inspire the children in a meaningful way to promote stickability with the Computer Science objectives.

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:

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

Key Stage 1

- 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.

Key Stage 2

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- 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.
- 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.
- 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.
- 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.

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.

- 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.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader (CB) and ICT Technician (JG)
- An itemised list of all resources is shared with staff and kept up to date by CB, JG and JMM.
- Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.

Inclusion

At Marriott 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 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.

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 track of the children's work using Purple Mash, by using 2Do's to share tasks with children, where appropriate. Each unit of work has an assessment lesson

which should be graded against specific Computing Curriculum objectives, as stated in documents shared by Computing Lead. 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 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 when necessary.

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.
- 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 to ensure online safety provision is above adequate and all legislation is in place.

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.
- Maintains network connectivity and stability.
- Sets up new hardware and installations.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Other Staff (SLT, JMM, WR):

- Maintains the school website content.
- Posts approved requests to the school's social media accounts (where applicable).
- Supports procurement of resources and technical services.
- Supports the technician with some data management.

Health and Safety

Marriott 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

Acceptable Use Agreement

Background and purpose

With access to rich dynamic content, connectivity across the globe, a platform for creativity and a place to engage in debate, digital technologies provide a powerful tool for learning. Digital technologies give staff opportunities to enhance children's learning in their care and enable staff to become more efficient in their work. The very nature of digital technologies means that they should be used with care and particular attention given to demonstrating appropriate behaviours and avoidance of misuse at all times.

Professional integrity and strong moral purpose must be upheld at all times by staff. It is the duty of all staff members to ensure that children in their care get the very best start to the world of digital technology. This should include provision of a rich, robust online safety education for the children with clear reporting procedures for infringements to safeguarding. Having a transparent approach to using digital technology is a must. Additionally, staff should develop critical thinking in their children, along with strategies for avoiding unnecessary harm and strategies for dealing with online safety infringements.

The school's internet, network and ICT systems and subscriptions to services should be used with the utmost professionalism at all times. The school will aim to provide its staff with secure systems which will have filtering, monitoring and virus protection included. Anyone with access to the systems should be aware that their use of the systems is monitored, and this can be used to form evidence should any suspected infringements occur.

Acceptable Use Agreement

By signing this agreement, you will have access to the school's systems and acknowledge that you agree to all the statements below. Additionally, that you have read and understand school policies which have a bearing on this agreement.

- I will demonstrate the value of the use of digital technologies in improving the outcomes for children in my care.
- I will educate children in my care in the safe use of digital technologies, acting on any online safety issues in accordance with the school's policies.
- I understand my use of the school's ICT systems/networks and internet are monitored.
- I recognise that whether within school or out of school, I must abide by the rules/statements set out in this document when using systems, accessing/transferring data that relate to the school or impact on my role within the school and wider community.
- I know what GDPR is and how this has a bearing on how I access, share, store and create data.
- Any data that I have access to away from school premises must be kept secure and used with specific purpose. As outlined in the school's data protection policy, it is my responsibility to ensure when accessing data remotely that I take every bit of reasonable care to ensure the integrity and security of the data is maintained.
- I understand that I am fully responsible for my behaviours both in and out of school and as such recognise that my digital communications, subscriptions and content I access can have a bearing on my professional role.
- I recognise that my social media activity can have a damaging impact on the school and children in my care at school if I fail to uphold my professional integrity at all times whilst using it.
- If I am contributing to the school's social media account(s) or website(s) I will follow all guidelines given to me, with particular care given to what images/video imagery and details can be uploaded.
- I will never upload images/video imagery of staff/pupils or other stakeholders to my personal social media accounts unless there is significant reason to and that permission has been granted by the headteacher in writing for each occurrence.
- I will inform the school at the earliest opportunity of any infringement both on and off site by myself. Furthermore, if I am concerned about others' behaviours/conduct, I will notify the school at the earliest opportunity.
- I will never deliberately access, upload or download illegal, inflammatory, obscene or inappropriate content that may cause harm or upset to others.
- I will never download or install software unless permission has been given by the appropriate contact at school.
- I shall keep all usernames and passwords safe and never share them. Writing down usernames and passwords, including storing them electronically, constitutes a breach to our data protection and safeguarding policy.
- I will never leave equipment unattended which could leave data and information vulnerable; this extends to accessing data/services/content remotely.
- Any personal devices I own shall not be used to access school systems/data/services/content remotely unless I have adequate virus protection and permission from the school.
- I understand that mobile devices, including smart watches, shall not be used, nor in my possession, during times of contact with children. These devices will be securely locked away with adequate password protection on them should they be accessed by an unauthorised person.
- Any school trips/outings or activities that require a mobile phone/camera will be provided by the school and any data collected on them will be used in accordance with school policies.
- At no point- will I use my own devices for capturing images/video or making contact with parents/carers.

Staff Name:

Signature:

Date: