



Shaftesbury
Primary School
Growing together

Computing Policy

(2024)

Overview

The use of information and communication technology is an essential part of the national curriculum and provides key skills for children for now and the future. Chromebooks, laptops, tablet digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret,

communicate and present information. At Shaftesbury Primary School, we acknowledge that it is essential that our children have access to the most relevant hardware and software to develop their skills and understanding of such technology. It is also important that children develop their online awareness whilst using internet-based hardware and software. The purpose of this policy is to state how Tollgate Primary school intends to make these provisions and how computing will be implemented within both key stages.

Aims

- To outline the health and safety factors linked with computing.
- To deliver an aspirational curriculum centred around the three strands of computing · To meet the requirements of the National Curriculum programmes of study for computing · To ensure our children become computational thinkers through the topics and activities covered through our curriculum.
- To ensure children become digitally resilient and are confident using the internet. · Children know how to stay safe online.
- Meeting, and building on the minimum requirement set out in the National Curriculum as fully as possible; and helping all children to achieve the highest possible standards of achievement. · Helping all children to develop the underlying skills and capability which is essential to developing Computing capability (such as problem solving, perseverance, learning from mistakes) and apply them elsewhere
- To develop a computing hub with other schools in our community and create a hub for pedagogy and sharing practice

Health & Safety

- Shaftesbury Primary School follows advice and guidelines set out by our in-house health and safety executive relating to use of the internet, computers, tablets and interactive white boards.
- Shaftesbury Primary School has a separate condensed online safety policy that all children and staff must follow to ensure technology is used effectively and safely.
- Teaching professionals within the school have a duty to monitor and look after digital equipment within our school.
- Children will be shown how to use the Chromebooks and Ipads safely and responsibly. · All computers are safety stored in bespoke trolleys designed to secure Chromebooks. · All Trolleys are regulated the ICT technician to ensure they're powered appropriately. · Sockets and plugs must be checked during the annual safeguarding inspection. All equipment should have a sticker which confirms it has been checked and approved. · All technology must be kept away from sources of water; wet play areas and in-classroom sinks.

Curriculum leader

The subject leader within the school is responsible for providing professional leadership and management for computing in the school. It is their duty to monitor standards to ensure high quality teaching and learning is taking place within the school. Monitoring is an essential practice exercised at least once a term and provides an opportunity for teachers to reflect and gain feedback from computing related work. The subject leader will also provide summative data which shows the school's progress in computing in formal ELT meetings. Monitoring will come in all aspects including:

- Monitoring teachers planning
- Board/slide monitoring

- Digital outcomes audits
- Pupil Voice

Computing at Shaftesbury Primary School

The National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity as well as opportunities for creative work in programming and digital media. The national curriculum also explicitly indicates what schools need to consider in order for children to feel safe online.

Through the national curriculum's programme of study, we have created three strands in which our curriculum is based upon:

1. Online Safety/Digital literacy
2. Computer Science
3. Information technology

Children in every year group are taught skills based around these three areas in a progressive, sequenced way. We have taken into consideration the importance of children's schema and ensuring children learn the right skills at the right time: to avoid misconceptions. From year one, there is a huge emphasis on developing digital literacy skills which ultimately enable children to use the online-based hardware and software we have available at our school.

There is also a significant emphasis on online safety due our curriculum being centred around the online cloud-based software: PurpleMash

Curriculum Development & Organisation

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology

Computing Curriculum Rationale

Our school children follow a bespoke computing curriculum designed internally by the head of computing at Shaftesbury. This curriculum is based around the programmes of study described in the National Curriculum and is designed specifically for our children. The detailed medium-term plans have been meticulously sequenced to allow children to develop the right skills at the right time which will ultimately allow them to progress seamlessly through each teaching term. Teachers are given a computing curriculum overview in which they can see what they need to teach each term and set out the big picture to their children: What they will be learning and why they are learning it.

The Early Years Foundation Stage

Computing is taught in reception and nursery through units of work in the EYFS learning curriculum. Children learn basic skills linked to the technology around them

Skills:

- Exploring different mechanisms (jack in the box) Nursery
- Recognising technology in various locations
- Exploring and playing with a range different technology e.g beebots, Ipads and interactive whiteboards
- Selecting technology for a particular purpose
- Recognise how technology is used in everyday life (Microwave, alarm clock, traffic light)

The Computing Curriculum

- Computing curriculum is bespoke and designed to be aspirational for our pupils · Curriculum has been designed with detailed long- and medium-term plans for teachers to follow
- Curriculum explicitly explains to teachers what they're teaching and why they are teaching it · Curriculum has been intentionally designed to build on children's prior learning · There is a progressive skills model for all three strands (computer science, digital literacy/Online safety and information technology)
- Curriculum has dedicated online safety units of work to ensure children understand the dangers of the internet.
- Curriculum has clear beginning and end points where children will produce a piece of work · Units of work in upper key stage 2 that goes beyond the national curriculum.

Our aim is for our children to leave year six fully prepared and ready for KS3 by being confident computational thinkers and digitally resilient.

Computing and Inclusion

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 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. We take all reasonable steps to achieve this.

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, the pitch of learning objective; teaching style and variation– so that we can take some additional or different action to enable the child to learn more effectively (e.g. a lot of software can be differently configured for different ability ranges).

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to computing. In some instances, the use of computing has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation and by enabling children to work more independently.

Assessment

Assessment for children's work in computing is on-going with progress made reported at the end of each term. Children can obtain three forms of judgement over the course of the year: Working below, working at or working above expected level. Assessment is undertaken through:

- Subject leader monitoring
- Teacher formative assessment strategies
- Weekly child digital outcomes

- Summative assessment tasks

Acceptable Use Policy for Primary Pupils

Acceptable Use

Whilst exciting and beneficial both in and out of the context of education, many online-based resources are not consistently policed. All users need to be aware of the range of risks associated with the use of internet-based technology. At Shaftesbury Primary School, we understand the responsibility to educate our pupils on online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies in and beyond the context of the classroom. Everybody at Shaftesbury Primary school has a shared responsibility to secure any sensitive information used in their day to day professional duties; be made aware of the risks and threats and how to minimise them. Both this policy and the acceptable use agreement are inclusive of both fixed and mobile internet; technologies provided by the school such as PCs, laptops, tablets, webcams, digital equipment and technologies owned by pupils and staff which are brought onto school premises.

Sexual Harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or an offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, at Shaftesbury we endeavor to educate our pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/RSE.

At Shaftesbury Primary School we ensure our pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as pupils being sexually touched or assaulted, alongside pupils being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

If a child has been harmed, is in immediate danger or is at risk of harm, the DSL/DDSLs must be notified immediately. who will either make a referral to Newham Children's Social Care (MASH) or call the police.

For further information please refer to:

Shaftesbury Primary School

Managing Sexual Violence and Sexual Harassment between Children Policy

(Peer on Peer abuse)

Online Safety

Be Smart on the Internet

At Shaftesbury Primary School we recognise the importance of online-Safety.

The Internet is a fantastic resource filled with so many wonderful things to see and do. It's a great way to keep in touch with people you have met, know and trust. It can also be a bit scary too because **not everyone you talk to on the internet is your friend.** There are rules you must always follow to keep yourself safe. It's just like learning about stranger danger only online, so don't be frightened and learn these simple rules to play it **S.M.A.R.T.** on the internet.

What does S.M.A.R.T stand for?

S - SAFE: Keep safe by being careful not to give out personal information to people you are chatting with online. This means your full name, email address, phone number, home address, your photos or school name.

M - MEETING: Meeting someone you have only been in touch with online can be dangerous. How do you know that they are who they say they are? Only do so with your parents' or guardians' permission and even then only when they are with you so that they can keep you safe.

A - ACCEPTING: Accepting emails, instant messages like face-chat, or opening files, pictures or texts from people you don't know or trust can lead to problems - they may contain viruses that can make your computer sick or horrible messages that can be hurtful to you. If in doubt, delete it and then find a grown up you trust and tell them.

R - RELIABLE: Information you find on the internet may not be true, or someone online may be lying about who they are. If you don't feel right about someone online, always tell an adult.

T - TELL: Tell your parents, guardian or trusted grown up if someone or something makes you feel uncomfortable or worried, or if someone you know is being bullied online. Remember if you are feeling bullied you have the power to switch that computer off and walk away! Don't listen to nasty words from nasty people, believe in yourself and find the courage to tell someone who can help you.