



Computing Policy - Hazel Slade Primary Academy

Introduction

Our Computing Curriculum is taught from Foundation stage to Year 6 and children learn numerous skills. These skills are built upon year on year, until the end of year Key Stage 2 where children will emerge accomplished in many aspects of computing. Children in all key stages learn computer programming and coding, testing and debugging their apps as they go.

We have a variety of resources to support learning both in computing lessons and across the curriculum. We have a computing suite for Key Stage 1 and Key Stage 2 with PCs, laptops and ipads available. The computing suite is time tabled ensuring every class has the opportunity to work in the computer suite on a regular basis. Classrooms are resourced with interactive whiteboards, laptops and a teaching PC, all of which are used to enhance children's learning. The school also makes use of shared resources such as iPads and laptops which can be used within lessons or as part of group work. Lunchtime coding and animation clubs are open to children from Year 2 to Year 6 run by our school's ICT lead and digital monitors.

Statement of intent

Hazel Slade Primary Academy values the fundamental part that technology plays in the life of the school.

We will strive to keep children safe on line and provide them with the knowledge and tools to do so. We will also empower parents, carers and the wider community with up to date information regarding keeping children safe online. We recognize the unique contribution that e-learning makes to the motivation and effectiveness of learners in our school and the role that the school has in preparing pupils for their future by improving their knowledge and understanding of how technology is an aid to learning. The dual delivery of a computing curriculum and e-learning to support other curriculum areas will empower pupils to learn creatively through innovative and flexible provision, directed by a progressive and differentiated syllabus. We will use IT and computing to empower staff to work more efficiently, creatively and effectively to improve their teaching and the assessing of the pupils in their class. IT will be an integral communication tool within the school and to the wider community.



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Our school's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the national curriculum programmes of study for computing at Key Stage 1 and 2
- To respond to new developments in technology
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly
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The National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- 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.



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Implementation

The school believes that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world.
- allows children to become creators of digital content rather than simply consumers of it.
- provides access to a rich and varied source of information and content.
- communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- can motivate and enthuse pupils.
- offers opportunities for communication and collaboration through group working both inside and outside of school.
- has the flexibility to meet the individual needs and abilities of each pupil.

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:

- 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
- use logical reasoning to predict and computing the behaviour of 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.

By the end of key stage 2 pupils should be taught to:

- 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



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- 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
- 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.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. Resources if not classroom based are located in the computing suite. A service level agreement with BTSA is currently in place to help support the subject leader to fulfill this role both in hardware & software. Computing network infrastructure and equipment has been sited so that:

- ☞ Every classroom has a computer connected to the school network and an interactive whiteboard with sound, DVD and video facilities.
- ☞ There is computing suite of desktops, laptops and iPads
- ☞ There is an iPad Sync & Charge cabinet in school containing USB ports
- ☞ Internet access is available in all classrooms.
- ☞ The computing suite, laptops and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use.
- ☞ Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- ☞ The school has a computing technician who is in school once a week.
- ☞ A governor will be invited to take a particular interest in computing in the school.



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Planning

Foundation stage to Year 6 pupils use the Planning grids (Year group specific 'I can' statements) appropriate to their year group/s. These grids fully meet the objectives of the National Curriculum for Computing and allows for clear progression in computing. Pupil progress towards these objectives will be recorded by teachers as part of the school/academy recording system.

A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in accordance with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are effected.

Assessment/Impact

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. The school also uses the year group specific 'I can' statements on the whole school assessment grids as a guide. Assessing computing is an integral part of teaching & learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary



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judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

We record the results in our assessment files and we use these to plan future work, provide the basis for progress and to communicate with the pupil's future class teacher(s). The children's work is saved on the school network. Other work may be printed and filed within the subject from which the task was set.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Pupils with special educational needs

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils.

We teach IT and computing to all children, whatever their ability. Computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of computing we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs. Where appropriate IT can be used to support SEN children on a one to one basis where children receive additional support.

Equal opportunities

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

The role of the Subject Leader

There is a computing subject leader who is responsible for the implementation of computing policy across the school. Their role is to:

- offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.



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- provide colleagues opportunities to observe good practice in the teaching of computing.
- maintain resources and advise staff on the use of digital tools, technologies and resources.
- monitor classroom teaching or planning following the schools monitoring programme.
- monitor the children's progression in computing, looking at examples of work of different abilities.
- keep up-to-date with new technological developments and communicate information and developments with colleagues
- lead staff training on new initiatives.
- attend appropriate in-service training
- have enthusiasm for computing and encourage staff to share this enthusiasm.
- keep parents and governors informed on the implementation of computing in the school.
- liaise with all members of staff on how to reach and improve on agreed targets
- help staff to use assessment to inform future planning.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and using their knowledge, skills and understanding of computing across the curriculum.

They will plan and deliver the requirements of the National Curriculum for Computing to the best of their ability. We set high expectations for our pupils and provide opportunities for all to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

The class teacher's role is a vital role in the development of computing throughout the school and will ensure continued progression in learning and understanding, and create effective learning environments.

The class teacher will also:

- secure pupil motivation and engagement
- provide equality of opportunity using a range of teaching approaches and techniques
- use appropriate assessment techniques and approaches
- set suitable targets for learning as outlined in the inclusion policy.
- maintain up to date assessment records (see policy document).

Staff training

The computing subject leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.



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Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the subject leader.

Teachers will be encouraged to use IT and computing to produce plans, reports, communications and teaching resources.

Health and safety (see also Health and Safety policy)

The school is aware of the health and safety issues involved in children's use of IT and computing.

All electrical appliances in school are PAT tested regularly.

It is advised that staff should not bring their own electrical equipment in to school but, if this is necessary, equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, visitors running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to a computer technician, bursar or head teacher who will arrange for repair or disposal.

In addition:

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- magnets must be kept away from all equipment
- e-safety guidelines will be set out in the e-safety policy & Acceptable Use Policy

Security

We take security very seriously. As such:

- ✔ the computing technician will be responsible for regularly updating anti-virus software.
- ✔ all pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.
- ✔ the agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all computing areas.

Cross curricular links

As a staff we are all aware that IT and computing skills should be developed through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes



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of work for all subjects. IT and computing should be used to support learning in other subjects as well as developing computing knowledge, skills and understanding. Our school provides pupils with opportunities to enrich and deepen learning using cross-curricular approaches.

Parental involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home for pleasure, through home-learning tasks and use of the school website. Parents will be made aware of issues surrounding e-safety and encouraged to promote this at home.

Online Learning

In the event of a bubble or school closure, we will be providing online learning. This will be given via Microsoft teams and have set lessons for the children to attend. All children have been given their own personal log on and assigned to their class. These sessions are recorded and stored safely on the class tab and are not able to be accessed without access to that class.

The school policy for online learning is as follows;

Remote learning, including live lessons, and other forms of online communication.

Information and guidance regarding remote learning during Covid-19:

- DfE '[Safeguarding and remote education during coronavirus \(COVID-19\)](#)'
- The Education People: '[Safer remote learning during Covid-19: Information for School Leaders and DSLs](#)'
- SWGfL: [Safer Remote Learning](#)
- LGfL: [Coronavirus Safeguarding Guidance](#)
- NSPCC: [Undertaking remote teaching safely](#)
- Safer Recruitment Consortium: '[Guidance for safer working practice for those working with children and young people in education settings Addendum](#)' April 2020

This has been completed following a thorough evaluation of remote learning tools with approval from leadership staff in school. Staff in school only use approved accounts and services to communicate with learners and/or parents/carers.

Additional information and guides on specific platforms can be found at:

- <https://coronavirus.lgfl.net/safeguarding>



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- <https://swgfl.org.uk/resources/safe-remote-learning/video-conferencing-for-kids-safeguarding-and-privacy-overview/>

Leadership Oversight and Approval

1. Remote learning will only take place using **Microsoft Teams**.
 - **Microsoft Teams** has been assessed and approved by **the Principal - Sarah Camacho and the ICT Technician Steve Robinshaw**
2. Staff will only use **school managed or specific, approved professional accounts with learners and/or parents/carers**.
 - Use of any personal accounts to communicate with learners and/or parents/carers is not permitted by staff members.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with **Sarah Camacho, Designated Safeguarding Lead (DSL)**.
 - Staff will use work provided equipment where possible **e.g. a school/setting laptop, tablet or other mobile device. If this is not provided, leaders should ensure clear expectations are in place in relation to safeguarding and data security when using personal devices e.g. using strong passwords, suitable levels of encryption, logging off or locking devices when not in use etc.**
3. Online contact with learners **and/or** parents/carers will not take place outside of the operating times as defined by SLT:
 - **These times are between 9am and 4pm**
4. All remote lessons will be formally agreed; **a member of SLT, will be invited to all meetings and** is able to drop in at any time.
5. Live lessons taught through the remote sessions will only be held with approval and agreement from **the Acting Principal using Microsoft Teams**

Data Protection and Security

6. Any personal data used by staff and captured by **Microsoft Teams** when delivering remote learning will be processed and stored with appropriate consent and in accordance with our data protection policy ([link](#)).
 - **No personal data will be used/stored.**
7. All remote learning and any other online communication will take place in line with current **Hazel Slade** confidentiality expectations as outlined in Data Protection, Confidentiality policy, Safeguarding Policy and ICT policy.
 - **Only Microsoft Office can be used to online teach pupils**
 - **Class List and Microsoft Office can be used to make contact with parents and pupils via messages**
 - **Two school adults must be present in all live teaching sessions**
 - **Clear neutral backgrounds must be behind staff when they are using Microsoft Teams**
8. All participants will be made aware that **Microsoft Teams** can record sessions. **Please note, consent from those involved in the session is required if settings are recording activity. Settings should be clear about how recordings will be stored, how long they will be kept for and who will have access to them, in line with your existing data protection policy.**
9. Staff will not record lessons or meetings using personal equipment.



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10. Only members of Hazel Slade community will be given access to **Microsoft Teams**.
11. Access to **Microsoft Teams** will be managed in line with current IT security expectations as outlined in **our ESafety Policy**

Session Management (Not all statements will be needed if settings are not delivering live content)

12. Staff will record the length, time, date and attendance of any sessions held.
13. Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
 - **Detail specifics according to the system being used e.g. language filters, disabling/limiting chat, staff not permitting learners to share screens, keeping meeting IDs private, use of waiting rooms/lobbies or equivalent.**
14. When live streaming with learners:
 - contact will be made via learners' provided email accounts **through Microsoft Teams**.
 - contact will be made via a parents/carer account.
 - staff will mute/disable learners' videos and microphones.
 - At least 2 members of staff will be present.
 - If this is not possible, SLT approval will be sought.
15. Live 1 to 1 sessions will only take place with approval from the **Acting Principal and if there are no other options available**
16. A pre-agreed **invite** detailing the session expectations will be sent to those invited to attend and it will appear in that persons calendar
 - Access links should not be made public or shared by participants.
 - Learners **and/or** parents/carers should not forward or share access links.
 - If learners/parents/carers believe a link should be shared with others, they will discuss this with the member of staff running the session first.
 - Learners are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
17. Alternative approaches **or** access will be provided to those who do not have access.

Behaviour Expectations

18. Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
19. All participants are expected to behave in line with existing **Hazel Slade Behaviour** policies and expectations. This also includes:
 - **Appropriate language will be used by all attendees.**
 - **Staff will not take or record images for their own personal use.**
 - **Setting decisions about if other attendees can or cannot record events for their own use, and if so, any expectations or restrictions about onward sharing.**
20. Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
21. When sharing videos and/or live streaming, participants are required to:
 - **wear appropriate dress.**
 - **ensure backgrounds of videos are neutral (blurred if possible).**
 - **ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.**
22. Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account.



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Policy Breaches and Reporting Concerns

23. Participants are encouraged to report concerns during remote **or** live streamed sessions:
 - **By using CPOMS – a new tab has been created called Remote Learning**
24. If inappropriate language or behaviour takes place, participants involved will be removed by staff, the session may be terminated, and concerns will be reported to **the Acting Principal or Acting Vice Principal**
25. Inappropriate online behaviour will be responded to in line with existing policies such as acceptable use of technology, allegations against staff, anti-bullying and behaviour.
 - Sanctions for deliberate will include measures in place in the behaviour policy along with **restricting/removing use, contacting police if a criminal offence has been committed.**
26. Any safeguarding concerns will be reported to **Sarah Camacho**, Designated Safeguarding Lead, in line with our child protection policy.



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Computing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	E-safety: Using the internet safely	Digital Literacy & E-safety: using a computer/device	Coding with Codeapillars/Beebots	Digital Literacy: bug hunters	Digital Literacy: potty painters	Coding: Scratch Jnr - introduction and fundamentals
Year 2	E-safety: Staying safe on the internet	Digital Literacy & E-safety: using a computer/device	Coding: Scratch Jnr - introduction and fundamentals	Digital Literacy - using a computer	Digital Literacy: taking and using photos	Coding: Scratch Jnr - introduction and fundamentals
Year 3	E-safety: Google Share with care	Digital Literacy & E-safety: using a computer/device	Digital Literacy: Explore a Topic with Research and Collaboration	Coding: Animations - Space	Coding: Sound and music - Rock band	Coding: project
Year 4	E-safety: Google Don't fall for fake	Digital Literacy: Research and develop a topic	Coding: Interactive - Chatbot	Coding: Game - Boat race	Digital Literacy: Childnet video competition	Coding: project
Year 5	E-safety: Google Secure your secrets	Digital Literacy: Plan an event	Coding: Scratch - Space Junk Game	Coding: Catch the Dots Game	Digital Literacy: Childnet video competition	Coding: project
Year 6	E-safety: Google It's cool to be kind	Digital Literacy: Explore a Topic with Research and Collaboration	Coding: scratch maths Building with Numbers	Coding: Scratch Memory game	Digital Literacy: Childnet video competition	Coding: project