Inspire Education Community Trust

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Learning together and inspiring success

Computing Policy

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Signed	Shaukat Islam

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Statement of intent

At Inspire Education Community Trust we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the key stage 1 (KS1) and key stage 2 (KS2) computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Keeping Children Safe in Education (KCSIE) 2023'
- Data Protection Act 2018
- General Data Protection Regulation (GDPR)
- Equality Act 2010
- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

1.1. This policy links in with the following other school policies:

- Safeguarding Policy
- Maths Policy
- Homework Policy
- Social Media Policy
- E-safety Policy

2. Roles and responsibilities

2.1. The Head of School and computing leader will:

- Ensure that there is a Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Computing Policy, as written, is disseminated to the computing leader, teaching staff and parents, for implementation.
- Hold the computing leader to account for the effective implementation of the Computing Policy, including budget expenditure.
- Intervene where it is apparent that the Computing Policy is not being implemented according to its provisions.

2.2. The computing leader will:

- Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the head of school and other stakeholders, such as parents, informed about our Inspire Education Community Trust's implementation of the primary computing curriculum.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

2.3. Teachers will:

- Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

The ICT technician (Contracted out to external company) will be responsible for:

- Maintaining and keeping ICT equipment in good working order.
- Dealing with any reports of broken, damaged or faulty equipment.
- Ensuring the school's Cyber Response and Recovery Plan is adhered to.
- Carrying out checks on all computers once per term.
- Adjusting access rights and security privileges in the interest of the school's data, information, network and computers.
- Monitoring the computer logs on the school's network and reporting inappropriate use to the head of school.
- Disabling the user accounts of staff and pupils who do not follow school policies, at the request of the head of school.
- Assisting staff with authorised use of ICT facilities, if required.
- Assisting the CEO and head of school in all matters requiring reconfiguration of security and access rights, and all matters relating to this policy.
- Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the head of school, authorisation from the user is not required.

Pupils will be responsible for:

- Using the school's ICT facilities appropriately.
- Being aware of the school's rules around the use of ICT equipment during lessons.
- Understanding how the use of ICT improves learning.

Parents will be responsible for encouraging ICT skills and safe ICT use at home.

3. Early years foundation stage (EYFS)

3.1. Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.

4. Aim of the Trust's Curriculum

The Trust aims for pupils to achieve the attainment targets set out in the national curriculum. By the end of each key stage, pupils will be expected to know, apply and understand the skills and knowledge of computing, as set out in the National Curriculum

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The Trust will meet the general aims set out by the DfE for computing programmes of study, which means 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 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.

5. Key stage 1

5.1. Pupils will be taught to:

- 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.
- 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.

6. Key stage 2

6.1. Pupils will be taught to:

- Design, 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.

7. Curriculum delivery

7.1. Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.

7.2. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the Purple Mash scheme of work, during a dedicated weekly computer lesson.

7.3. A school-wide licence for Purple Mash has been purchased for each school in the trust. This enables all users (both staff and pupils) to independently log onto the portal and access set work.

7.4. Computing lessons are taught using 'Chromebooks' as the designated hardware. There are currently 30 chrome books per phase to support the delivery of the primary computing curriculum.

7.5. To enable ease of access to the Trust's school-wide subscriptions, a subscription to 'Wonde' has been taken out for each school in the trust. This allows for secure storage of passwords, for both staff and pupils, as well as enabling a quicker access to learning materials.

7.6. A copy of a pupil's magic badge is provided to all learners, to allow all learners to access school learning platforms at home, as well as enable as easy access to homework/home learning materials, while also removing any potential language barriers.

7.7. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.

7.8. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.

7.9. Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

7.10. A service level agreement (SLA) with an external company is in place to support the computing leader to fulfil this role.

8. Homework

Homework will be set for subjects including, but not limited to;

- English (Spelling)
- Maths (Including times tables)
- Through school approved ICT packages

Parents will be encouraged to discuss the homework that is set with their child. If they have any queries or other comments about the homework, parents should make an appointment to see their child's class teacher.

The amount of homework will increase as pupils progress through the school.

9. Teaching

The teaching of ICT will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their ICT knowledge and skills.

The skills needed for pupils to access the wider curriculum using ICT will be mapped and developed to ensure that pupils can use ICT applications progressively through the curriculum.

This has been done by the subject lead through a 'progression map' and then detailed in 'progression documents'.

Teachers will use ICT to allow pupils to investigate, solve problems, refine their work, learn from their mistakes and reflect critically.

There will be a good balance across the whole school between the high-quality use of ICT to support and enhance teaching and learning, and the individual pupil's productive use of ICT for their own learning.

When administering homework tasks, teachers will be sensitive to the fact pupils may not have access to a computer at home.

ICT will be used to support and extend learning beyond the school, through activities integrated with pupils' school-based learning.

10. Adaptation

10.1. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs of pupils. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments.
- With younger pupils and those pupils with complex special educational needs, assigning teaching assistant support to pupils, where appropriate, to enable greater one-to-one support.
- Academically more able pupils may be asked to become 'digital leaders', mentoring and sharing their skills with others during computer lessons.

11. Assessment

11.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed according to the provisions outlined in our Assessment Policy.

11.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

11.3. Samples of work will be kept for groups of children, stored on the online platform 'purplemash' or 'google classrooms' (depending on the platform used to create the work, within relevant class and pupil folders.

12. Online learning and safeguarding

The trust recognises the importance of teaching pupils about online safety, the potential dangers of the internet and their responsibilities when using communication technology – as set out in the school's Online Safety Policy.
As part of the school's commitment to the principles outlined in the most recent version of KCSIE, the school will:

- Offer a safe online environment through filtered internet access.
- Ensure the filtering systems in place will prevent pupils from accessing terrorist and extremist materials, in accordance with the school's Online Safety Policy and the Prevent duty.
- Take care to ensure the use of filtering and monitoring does not cause "over blocking", which may lead to unreasonable restrictions on what pupils can be taught.
- Run assemblies on a termly basis about the potential dangers of the internet and how to stay safe online.
- Teach pupils about internet safety and cyberbullying during designated E-Safety lessons termly, as well as through PSHE lessons.

Pupils and staff who use the school's ICT facilities inappropriately will be reported to the head of school, and the DSL where appropriate.

All parties using school computing devices will have their usage monitored through SENSO.

The Head of School or designated members of staff will receive a report from SENSO relating to any potentially inappropriate searches or entries onto a device.

Upon logging on, all staff/users will need to accept the terms of usage before being able to access the system.
The ICT technician will keep internet filters and other safeguarding controls up-to-date, to avoid misuse and protect pupils.

All staff are aware of the monitoring and web filter processes of the Trust, as per KCSIE 2023.

13. Staff training

13.1. The computing leader will be responsible for the identification and delivery of staff training requirements.

13.2. Staff training requirements will be met by:

- Auditing staff skills and confidence in the use of computers and ICT on a annual basis.

- Arranging top-up training for individual staff members as required.

13.3. The computing leader will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

14. Monitoring and evaluation

14.1. We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.

14.2. We will review this policy on an annual basis in line with our policy review schedule.

14.3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.