The Federated Schools of St. Cuthbert and St. Sebastian

Policy for Computing

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St Cuthbert's Catholic Primary and Nursery School

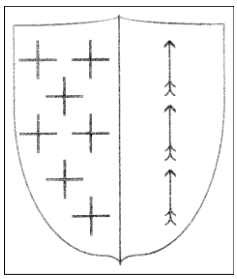
Our Mission Statement

We, the pupils, parents and staff of St. Cuthbert's, strive to create a caring, educational community where; Christian principles and standards are upheld, each person is valued, and the spiritual, aesthetic, and moral growth of individuals, as well as their intellectual and physical needs, are met.

St Sebastian's Catholic Primary and Nursery School
Statement of Purpose

Our school aims to be a community which reflects real gospel values of love and forgiveness. A community in which each individual, child or adult, can work in an atmosphere of mutual respect and understanding.

STUDY----------SANCTITY----------SERVICE



Our Schools' Curriculum Aim

The staff of St. Sebastian's and St Cuthbert's will work to give each child full access to a broad and balanced curriculum, relevant for our school community and the diverse experiences of our children, encouraging in each individual a sense of self-worth and self-esteem.

Introduction

At St Cuthbert's and St Sebastian's we believe that all pupils regardless of ability, ethnicity or cultural background have the right to achieve their full potential in school.

We aim to help them achieve this by creating a school community where:

Pupils are stimulated and motivated

Pupils are given the opportunity to flourish and achieve

Pupil's independence and responsibility are fostered

Everyone is valued and respected

This document is intended as a working document and was reviewed in March 2017, in accordance with the National Curriculum 2014.

Staff have been consulted as to the contents of this policy through:

1. Departmental meetings
2. Whole staff meetings
3. Inset sessions

Statement of intent

The staff at St. Sebastian's and St Cuthbert's are dedicated to the well being of all pupils, and see Design Technology as a vital and integral part of school life. We believe that it is our responsibility to help children to develop the necessary skills to be able to research, design, plan, make and evaluate their own and others DT work.

Children of all abilities will be encouraged to participate in a stimulating and challenging Design Technology education, from children with specific needs, to those deemed 'Gifted and Talented' – both in the teaching of Design Technology as a subject and when provided with the opportunities within other curricular and extra curricular areas.

Safe Guarding

Our schools are committed to safeguarding and promoting the welfare of children, and expects all staff, parents and visitors to share this commitment.

Creative Challenge Curriculum

Staff of the Federation have collaborated closely to devise a new and inspiring creative challenge curriculum. This curriculum has been designed with a view to improving further the quality of our teaching and learning. We endeavour to ensure our children are motivated and inspired to want to learn by providing a real and relevant curriculum with sound subject links and skill based learning with a stronger focus on food technology.

Equal opportunities

At our schools we will strongly promote self-respect for all in our school irrespective of race, creed or gender. Care will be taken to ensure that resources do not present stereo-typical images and reflect the multi-ethnic nature of our society.

S.E.N.D

Pupils with special needs have the same entitlement to DT as all other pupils and will be offered the same curriculum. However adaptations in terms of equipment, preparation and special arrangements can and will where necessary and desirable and be made available to pupils with learning difficulties who would benefit from support. This will be identified in the first instance by the teacher or support assistant.
Pupils with special needs are able to develop confidence and express their feelings in DT as this is a subject where success does not depend on academic ability.
Pupils with learning difficulties may find opportunities to excel in DT.
The emphasis in our teaching of DT is on practical experience and we encourage the children increasingly to take control of their own learning, tailoring activities to their needs where possible.

- More attention is given to the practical elements in the teaching and learning of DT.
- Resources are organised in a way that makes them readily accessible to all pupils.
- Children are encouraged to take responsibility for equipment and take care of the resources for the subject.

As assessment determines planning and teaching objectives will be directed specifically towards the needs of all children. Individual education plans are made available to address children identified as having particular special learning needs and these plans are shared with parents, ensuring that they are informed of specific objectives. Boys and girls have equal access to all areas of the curriculum, and this is indicated in assessment procedures.

Able, Gifted and Talented

Able, gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group, (or with the potential to develop these abilities). In England the term 'gifted' refers to those pupils who are capable of excelling in academic subjects, 'talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities such as games and PE, drama or art. Some able, gifted and talented pupils may be intellectually able and also appear on the SEND register for behavioural, literacy or physical difficulties.

The provision for A,G and T pupils as with all pupils is a question of equity; they have a right to an education which is suited to their practical needs and abilities. They need to be presented with work which challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive of those who may in years to come break the boundaries of what we know and understand.

Computing

As a Federation we are committed to enhancing our Creative Challenge Curriculum by providing and maintaining a seamless provision of Computing across all curriculum areas. We aim to equip all teaching staff with up to

date, relevant and inspiring resources as a means through which the quality of our children's learning will be enriched and extended.

The Role of the Co-ordinator

The role of the Computing Co-ordinator:

- ✓ To take the lead in policy development and in the organisation of units of work designed to ensure progression and continuity throughout the school.
- ✓ To support colleagues in their development of detailed medium term plans and implementation of units of work, and in assessment/record keeping activities/target setting.
- ✓ To take responsibility for the purchase and organisation Computing resources throughout the school.
- ✓ To keep up to date with changes in the Computing Curriculum and to liaise with outside providers to ensure our curriculum is exciting and engaging.
- ✓ To provide appropriate in-service training and seek external training, as appropriate.
- ✓ To monitor standards and progress across the Foundation and Key Stages.
- ✓ To offer support via demonstration / team teaching.
- ✓ To ensure our schools are staying safe online. (See safeguarding and Acceptable Use Policy)
- ✓ To train staff in the implementation of the National Curriculum (2014)
- ✓ To promote the integration of Computing within appropriate teaching and learning activities, develop and monitor the contributions of subjects to its cross-curricular use.
- ✓ To act as a contact point between school, support agencies and LEA/LDL/MGL and Liverpool IT Services.
- ✓ To co-ordinate the evaluation and review of the school's technology and software and report findings to SMT / Governors.

Aims

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, 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 St Sebastian's and St Cuthbert's, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

- ✓ Provide a relevant, challenging and enjoyable curriculum for Computing for all pupils.
- ✓ Meet the requirements of the national curriculum programmes of study for computing.
- ✓ Use computing as a tool to enhance learning throughout the curriculum.
- ✓ To respond to new developments in technology.
- ✓ To equip pupils with the confidence and capability to use computing throughout their later life.
- ✓ To enhance learning in other areas of the curriculum using computing.
- ✓ To develop the understanding of how to use computing safely and responsibly.

The National Curriculum (2014) 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.

Curriculum Organisation and Implementation

It is important in the Foundation Stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or program a toy. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

Key Stage 1

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.

Key Stage 2

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.
- ✓ 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:

The coordinators select and order resources relevant to the topics being covered throughout the Creative Challenge Curriculum Cycle ensuring staff are fully equipped to deliver quality and innovative Computing

A variety of resources are used in the teaching of Physical Education throughout the school. No single resource fits the need of all aspects of the curriculum or of all areas in the scheme of work. Teachers select, adapt and supplement resources, and produce their own as required. Resources are selected to be relevant according to the full range of requirement of NC 2014.

These resources are to be attractive and interesting to the children whilst also reaching their need and providing a rich diet of computing experience. Resources for Computing are monitored and selected to be free from any type of bias and adhere to SMSC, PSHE and Citizenship requirements.

All of our classrooms are equipped with a smart-board Integrative Whiteboard and a data projector. This has led to a culture where many lessons have an aspect of interactivity within them.

Our laptops and suite are linked by a wireless network server, which links both schools. These are timetabled for whole class and small group learning of computing skills and Computing across the curriculum. iPads are also linked to this network and are available on a timetabled basis. Every class has been issued with log in details to save their computing work to the server.

Additional Support:

Coordinators work collaboratively to provide exciting opportunities to enrich the curriculum and engage pupils. Both schools use MGL services on a regular basis to offer additional curriculum support with creative projects. Technical support is also provided regularly to support staff on the upkeep of hardware and to provide training where needed. Pupils also use Computing such as 'RM Easimaths' 'Nessy' 'TimesToo' and Phonic teaching programmes to enhance their basic skills on a daily basis.

Internet Safety - Please also refer to our Safeguarding and Acceptable Use Policy.

At St Cuthbert's and St Sebastian's Catholic Primary Schools, we are keen for our children to develop knowledge and skills of all aspects of technology. We teach our children to be responsible online and the procedure to follow if they come across anything unsuitable.

The Federation has recently updated our filtering system to 'Smoothwall' to ensure continued online safety. This system sends regular, detailed reports about any inappropriate online content, which could include the following:

Inappropriate Online Content

Recognising that no filter can guarantee to be 100% effective, schools should be satisfied that their filtering system manages the following content (and web search)

Content	Explanatory notes – Content that:
Discrimination	Promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, or sex.
Drugs / Substance abuse	displays or promotes the illegal use of drugs or substances
Extremism	promotes terrorism and terrorist ideologies, violence or intolerance
Malware / Hacking	promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content
Pornography	displays sexual acts or explicit images
Piracy and copyright theft	includes illegal provision of copyrighted material
Self Harm	promotes or displays deliberate self harm (including suicide and eating disorders)
Violence	displays or promotes the use of physical force intended to hurt or kill

To support this robust filtering system we also have obligations regarding monitoring online activity, this includes:

- Monitoring of the daily notifications,

- Physical monitoring with staff directly to providing children whilst using I.T,

- Classroom support staff monitor screen activity during a lesson.

- The reports are reviewed by members of the SLT, our external IT consultant and Computing coordinator.

- The Log file information identifies individual users or groups as appropriate for effective intervention.

- Daily logs are reviewed, interpreted and prioritized for intervention.

- Any information, which indicates potential harm, is acted upon in a timely manner.

- We do not support BYOD (Bring Your Own Device) and staff do not connect to school wireless networks.

This approach enables us to identify and intervene with any issues concerning access or searches.

Parents have been made aware of our policy, advised upon safe internet usage and invited to comment if they have concerns. Parents have also been asked for permission for images / work of their children to appear on our website / Twitter. Only children with this permission will appear online and on first names will be visible.

Assessment and Record Keeping

We believe that assessment forms an integral part of teaching and learning. At St Sebastian's and St Cuthbert's, assessment decisions, based upon teacher judgement form the basis of the child's future learning.

We will update the assessment of DT in line with the new creative challenge curriculum and ensure that this is disseminated to staff by summer 2015.

Assessment

Assessment of pupil's progress and attainment in Computing is carried out:

- ✓ To show what individual pupils know, understand and can do in Computing.
- ✓ To inform staff of the next steps for learning to ensure progression.
- ✓ To help parents and pupils understand the progress that has been made by pupils.
- ✓ To compare standards in Computing across the Federation with those nationally.

To do this effectively and reliable assessment:

- ✓ Must be carefully planned.
- ✓ Should be a continuous process – reinforcing teaching and learning and carried out as an integral part of the day to day classroom activities.
- ✓ Teachers in all year groups make assessments according to LEA Banding / DfE Guidelines.
- ✓ Children are encouraged to assess their own and each other's work through peer and self-assessment systems.
- ✓ Assessment in Computing is currently under review in line with the National Curriculum 2014.

Guidelines for Assessment

Collect a variety of evidence e.g. written and digital work, photographs and pupil voice to support judgements. Complete all diagnostic analysis to effectively track progress and devise action plans for cohorts / groups.

Continuous assessment of Computing should take place as integral activities throughout the Curriculum.

Refer to national DfE Criteria and LEA Advice when and moderate samples of work within departments and the network.

Points for Action:

- ✓ Monitor the delivery of Computing Curriculum through informal observations and planning.
- ✓ Monitor planning and books for use of Computing in other subjects / learning walk.
- ✓ Audit existing teacher materials / purchase new materials to support the delivery of curriculum. (Autumn Term)

Policy to be reviewed by the co-ordinator in Autumn 2018

Ratified by the Curriculum Committee annually.