



# **Benthal Primary School**

## **Computing Policy**

<b>Agreed by</b>	Chair of Governors
<b>Approval Date</b>	Autumn 2022
<b>Review Date</b>	Autumn 2025



## Benthal Primary School Computing Policy

### Rationale:

Benthal Primary School views Computing as an integral part of the curriculum. This document sets out the school's Computing plans for the next three years. However, it is intended that this document will be reviewed annually, and updated as necessary, because of the rapidly changing nature of Computing.

### Aims and Objectives:

- To provide an exciting, rich, relevant and challenging Computing Curriculum for all pupils.
- To ensure progression in all children's learning, by the use of a structured Scheme of Work (based on Purple Mash), monitored regularly. In the Foundation Stage, suitable pre experiences have been identified, to fit within its particular Curriculum Framework.
- To promote children's ability to be critical, reflective and safe when engaging with technology (with particular attention to online safety).
- To promote the inclusion of all pupils, using Computing wherever appropriate, to assist with particular learning needs and styles (including SEND)
- To give children access to a range of high quality hardware and software.
- To embed good practice in use of Computing as a teaching, learning, and administrative tool, through the use of iPads, stand-alone computers, an interactive smart speaker ( Amazon Echo) visualizers, interactive whiteboards, projectors, cameras, microphones, centralized network file storage and record keeping software.
- To promote the use of virtual learning platforms, through the use of Mathletics, Tapestry and the school website, allowing "anytime, anywhere" access to learners.

### **Specific aims supporting the above:**

- To continually review and improve hardware and software provision in accordance with advances in technology.
- To encourage staff to use technology effectively for their own professional needs, and for the most efficient sharing of resources.
- To regularly monitor standards of Computing achievement, and progression of skills through carefully assessing and monitoring work.
- Through adhering to GDPR requirements, use technology effectively in using, managing and transferring pupil academic data.
- To use technology effectively in the management and administration of the school.

### **Strategies for Effective Teaching and Learning:**

#### ***Teaching and learning***

This will take place using laptops in class or in the computer suite, with an emphasis on delivering ICT and Computing skills. All key areas of study will be covered. Themes will include Coding and Computational thinking, Spreadsheets and Internet and Email safety. The curriculum will also cover Art, Design and Music as well as Databases and Graphing. Writing, Presenting and Communication will be the remaining themes that will be covered.

#### ***Planning***

We continue to use Purple Mash to plan using the provided Schemes of Work. Each Scheme of Work sets out a clear progression with clear objectives and expectations. Corresponding activities are also highlighted.

Teachers will use medium term planning, the Computing Lead oversees and monitors these plans.

We use adaptive teaching in providing appropriate materials and strategies to support and extend all children. Short focused tasks will be used for children to consolidate or enrich skills learned. We will also use materials in the Purple Mash program such as the 'crash course' learning sequences which provide support with introducing new learning and balance this with securing previous knowledge.

Each subject leader will also incorporate ICT activities in the topic overviews and is jointly responsible, with the Computing Lead, for their implementation and monitoring.

## ***Foundation Stage***

The early learning goals are the key focus for Computing in Reception and Nursery and these are incorporated in the Progression of skills. Tapestry can be accessed by parents/carers that have signed up to it where the teacher can upload learning and where parents/carers can mutually upload any home learning for their child.

## ***SEN***

For children with SEN, ICT can provide a means of reinforcing concepts and knowledge. ICT has excellent motivational potential for children experiencing learning difficulties or behaviour problems, for example using a word processing program supports presentational skills and a spell check may help with spellings. To fully consolidate their skills, SEN children may require greater access to ICT in short, frequent sessions.

## ***Assessment***

We use the assessment platform within Purple Mash to mark pupils' work and provide judgements according to the National Curriculum areas and levels for computing. These judgements and levels produce tracking data to show attainment and progress rates of cohorts and individual pupils. All pupils from years 1 to 6 submit their final piece of work at the end of each topic to the class 'virtual display board' on Purple Mash. Assessments are used to inform the planning for consolidation and development of Computing capability.

During a topic, the work completed will be stored on the main server and is accessible by all staff, and for curriculum monitoring by the subject leader.

## ***Monitoring and evaluation***

The Computing Lead performs monitoring of revised topic sequences, work sampling and evaluation of the curriculum on termly basis, leading to a Subject Leader's Report each term, and Action Plan for the following academic year.

## ***Equal Opportunities***

Each child regardless of gender, ability, social and cultural background has an equal entitlement to ICT capability. Activities may be adapted to ensure a full program of computing is provided for children with physical disability or impairment.

## ***Resources***

Each classroom has at least one networked computer and all classes from years 1 to 6 have access to timetabled sessions once a week in the computing room. The Laptops in each of the three trollies are all connected to the school's network and Wi-Fi. The pupils have access to a wide range of software as well as the Internet via a broadband connection to the London Grid for Learning (Lgfl). We expect teachers and or children to return these machines to their charging point, before or during lunchtime, so that the afternoon sessions are fully resourced with a minimum of 30 laptops for the designated class.

In addition to the laptops there are also I-pads which are used to take photos and record videos. There are laptops in both large and small halls and library computers are networked and connected to a projector and sound system.

### **School Website & Text service**

The school has a website, [www.benthal.hackney.sch.uk](http://www.benthal.hackney.sch.uk) which includes up-to-date information about the school. There is a text service which is used to inform parents and staff about essential changes or updates to the school day. Staff must not use personal cameras, phones or other electronic devices to take pictures or videos of children. All school photos and videos must be taken using the school I-pads which should be kept in a safe place on site and not taken home. For taking pictures during school trips, outings and residential trips, only school iPads should be used and returned to the school office after use.

Only photos or films of pupils, who have returned permission slips to school, can be used internally at school for the newsletters, school website and pupils' reports. Parents are asked to return photo/video permission slips to the school office, and the lists are constantly updated.

### **Online Safety:**

Parents and pupils are encouraged to sign an Internet Use Agreement on joining the school. This sets out our agreed procedures for use of the Internet and display of children's images online. (Also see E Safety Policy)

### **Maintenance**

The school buys an annual planned maintenance support package from ONSITE, which gives support for hardware and software problems and regular weekly 'Health check' visits.