Deanery C.E. Primary School

Academy Status

Computing Policy

May 2025

The Deanery School Christian Ethos

Our School Motto – 'Ad Majorem Dei Gloriam'
Translated this simply means 'To the Greater Glory of God'.

Vision

We believe that everything we do is a faithful response to God's faithfulness, shown to us through Jesus Christ. Our vision is to reflect God's Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God's heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
  Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- To enable each child to value themselves and have aspirations for the future.
- To recognise everyone's place in the wider community.

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Introduction

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 Deanery CE Primary School we recognise the importance of providing opportunities for children to use quality, contemporary hardware and software throughout the curriculum 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.

Aims

The school's aims are to:

- Provide a relevant, challenging and enjoyable computing curriculum for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Use technology 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 technology throughout their later life.
- To develop the understanding of how to use technology safely and responsibly.

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.

Objectives

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

- Design, write and debug 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.
- Use logical reasoning to explain how some simple algorithms work 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.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Understand a range of online safety practices and strategies they can use to support this practice.

Resources
The school acknowledges the need to continually maintain, update and develop its resources and ensure a consistent, compatible computer system is in place by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school. Teachers are required to inform the computing leader and network manager by email of any faults as soon as they are noticed. Please see the appendix for a list of the school's resources as of December 2023.

Planning
Modules are planned in line with the national curriculum and allow for clear progression. Modules are designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives are recorded using a summative foundation assessment termly. Staff will ensure the national curriculum objectives are met and that opportunities for computational thinking are planned for. Rising Stars 'Switched on Computing' units are available for Year 1-Year 6 teachers but it is not a requirement that this planning is used.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity that are matched to the ability of the child.
- Using classroom assistants to support the work of individual children or groups of children.

SMSC
Computing makes a contribution to the teaching of SMSC and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and email. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse, and they also gain a knowledge and understanding of the interdependence of people around the world.

Assessment (also see assessment policy)
Teachers regularly assess progress through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum. Assessing computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of computing. 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' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded using the foundation assessments for all pupils – showing whether the pupils have met, exceeded or are beginning to achieve the learning objectives using the language working towards, expected or exceeding.

We assess the children's work in computing by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the key objectives covered by the unit. During each unit of work an example of the integrated task for a range of ability groups across KS1 and KS2 is uploaded to the school blog. A record of these are kept by the computing leader. This demonstrates the expected level of achievement in ICT for each age group in the school.

Monitoring and Reviewing

Monitoring of the standards of children's work and of the quality of teaching in computing is the responsibility of the computing leader. The computing leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The computing leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The computing leader can request time for carrying out subject responsibilities such as visiting classes to observe the teaching of computing.

Inclusive teaching of computing

At Deanery CE Primary School we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances the use of technology has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in computing, we take into account any targets which are evident on a pupil's English or maths continuum.

Teachers identify children who are exceeding in the area of computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of technology both in specific computing lessons and in using technology in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of computing.

Deanery CE Primary School acknowledges that computing and technology subjects are more traditionally favoured by boys. Teachers must work hard to ensure that the social culture of school and their teaching seeks to undo the influence of stereotypes that divide the curriculum into "boys' subjects" and "girls' subjects". Through their teaching, teachers will challenge preconceptions, reinforce positive stereotypes and encourage both boys and girls to use technology confidently.

Roles and Responsibilities

Computing leader

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people. The computing leader is also responsible for technology throughout the school and as such, works closely with the network manager to ensure all hardware and software works efficiently and is up to date.

Class Teachers

It is the responsibility of each class teacher to ensure that their class is taught all elements of the computing curriculum as set out in the national curriculum programme of study. Teachers must also offer all children opportunities for computational thinking and online safety activities during computing lessons and throughout the rest of the curriculum.

All staff

It is the responsibility of all staff to make themselves aware of legislation relating to the use of technology, including copyright and data protection issues. Staff must also inform the computing leader and network manager, by email, as soon as they encounter any hardware or software that is not working.

Governors

All governors are interested in the development of computing to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of computing on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually.

IT Support
The school purchases the support of a network manager who visits the school for two days each month and whose specific role relates to the provision of technological support. This support takes a variety of forms, including:

- Maintenance of the school network.
- Upgrading and installing software onto school devices.
- Dealing with technical queries relating to software and hardware.
- Carrying out rudimentary and routine maintenance and repairs.
- Identifying and suggesting the purchasing or upgrading of equipment, software and services
- Supporting all staff members in the use of technology.
- Ensuring the school's security is maintained.

Training
All staff, including leadership and administrative staff, receives support from the subject leader or network manager and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

Security

- The network manager is responsible for regularly maintaining security
- Use of technology is in line with the school's 'Acceptable Use Policy'. All staff must sign a copy of the school's policy.
- Parents will be made aware of the 'Acceptable Use Policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use of technology and the internet and will understand the consequence of any misuse.
- If a child breaks these rules, they will be denied internet access for a period of time after which the situation will be reviewed.
- The agreed rules for safe and responsible use of technology and the internet will be displayed in all ICT and computing areas.

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 computing. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people 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 the Network manager and the computing leader who will arrange for repair or disposal.

Parental involvement
Parents are encouraged to support the implementation of technology where possible by encouraging use of computing skills at home during homework tasks and through the school website. Parents are invited into school for online safety talks and they are encouraged to promote online safety at home.

Updated by Becky Murrell May 2025

Approved by Lisa McIntosh, Head Teacher

Appendix

Deanery CE Primary School technological resources as of May 2025:

- Our Computer Network has five network cabinets across the school, which forms the Deanery Network. The Network Switches were upgraded in 2015 in order to expand the network capabilities
- The school has a 1000mb/s (Megabit per Second) Lease Line internet connection (upgraded in March 2025) and there is a modern WiFi Network and VOIP Telephony in place
- Every Classroom from Nursery to Year 6, the ICT Suite and the Craft room has a Desktop Computer connected to the Deanery Network, with an Interactive Panel or Whiteboard
- Every Teacher has a Notebook/iPad that they have signed for, that can be used within school and at home
- There is an ICT Suite with 31 Desktop Computers
- There are two Notebook Trolleys in school containing 15 Notebooks in each - available to use in Classrooms
- There are two iPad Trolleys in school containing 15 iPads in each and a further two iPad Trolleys containing 30 iPads each – all available to use in Classrooms
- There is an iPad Cupboard in Y6 that has 5 iPads to support Pupil Premium children
- Each Class from Nursery to Year 6 has an allocated slot across the week for teaching of specific Computing Skills
- The ICT Suite, Notebooks and iPads are available for use throughout the school day as part of Computing Lessons and for cross-curricular use. These can be booked using the calendar on our Office 365 account
- The Photocopier room has two Leased Photocopiers. Staff can send printing from their computers to the copier and retrieve it later
- The Leadership Office and Admin Office contain seven Desktop Computers. These staff members also have shared printers and members of Leadership have their own Notebooks
- The SEN Department has three Desktop Computers in the BT room as well as an Interactive Whiteboard. There are also three Notebooks that can be used by SEN children as requested by the SENCo/Class Teacher
- There are BeeBots available for KS1 children to use which are located in the Reception Classroom
- Foxes Offices have Desktop Computers and they are also supported by the network manager
- Teachers have access to Microsoft Office 365 email and Google Drive for File Collaboration/Sharing
- On Desktops/Notebooks, the school's using Windows 10 and Windows Server, so that every user has the same Layout and Software Applications
- On iPads, the school's using Mosyle MDM (Mobile Device Management), so every user has the same Layout and Apps
- The school uses many different pieces of Software, notably: ActivInspire, Microsoft Office, Google Chrome, SeeSaw, Scratch and Clicker 7