# Ladygrove Primary School and Nursery Computing Policy

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## About this policy

The purpose of this Computing Policy is to establish a clear framework for the effective, safe, and responsible use of technology within Ladygrove Primary School and Nursery. This policy aims to ensure that all pupils and staff develop the knowledge, skills, and confidence to use digital tools in a way that supports learning, creativity, and collaboration while promoting online safety and safeguarding. It outlines the school's commitment to providing equitable access to technology, fostering digital literacy, and preparing learners for an increasingly digital world. By adhering to this policy, the school seeks to create an environment where technology enhances teaching and learning, supports curriculum objectives, and encourages responsible digital citizenship.

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## Rationale

The subject of Computing, which replaced ICT in 2014, plays an integral part in ensuring that children are prepared for life in an increasingly digital world. Teaching the valuable skills of communication, collaboration, expression and creativity, Computing can be applied both with, and without, the use of technology. There is a focus on 'computational thinking,' which encompasses problem identification and creation of solutions, and this provides strong links with all areas of the curriculum. At Ladygrove Primary, our main priority is to nurture children's development of these skills, regardless of their current exposure to digital media, by teaching Computing in a fun, relative and inspiring way.

**'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.'**
**- National Curriculum 2014**

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection Teams

Copies of this policy are kept on the Workgroup and are accessible by all school staff.

## Computing at Ladygrove Primary School and Nursery

The National Curriculum Program of Study suggests that Computing can be divided into three major areas, all of which should be taught explicitly and throughout the curriculum:

- **Computer science** - How digital systems work and how to put this knowledge to use through programming.
- **Information Technology** – to create programs and a range of content.
- **Digital Literacy** - express themselves and develop ideas through information and communication technology (including a secure knowledge of e-safety)

We recognise that Computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ technology to enable rapid access to ideas and experiences from a wide range of sources. Our vision is for all teachers and learners in our school to become confident users of technology so that they can develop the skills, knowledge and understanding, which enable them to use appropriate computing resources effectively as powerful tools for teaching & learning.

We understand 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 in mixed ability groups to encourage peer on peer support and assessment.
- Providing resources of different complexity that are matched to the ability of the child.
- Using adult support for individual children or groups of children.

Each year group is timetable a day for them to have full access to the laptops and a second day where they have full access to the iPads. One day each week, all of the computing resources are

made available for booking additional time with the equipment. This ensures that all classes have equal opportunity to use the computing equipment and can incorporate the use of ICT within all other areas of the curriculum to support and extend learning. Each classroom has 2 dedicated laptops and a teacher iPad to ensure ICT can be utilised at any time to support learning.

The Class teachers are responsible for the management and delivery of the weekly computing lessons to their own class. The ICT technician is available to support teachers with using the ICT equipment to support lessons and is on site for assistance and maintenance of the equipment every Thursday. The Computing Co-ordinator will offer support and CPD training to ensure staff are confident to use the hardware and software available and also ensure that they understand the learning objectives and concepts being taught.

## Our Aims and Objectives

At Ladygrove Primary, we aim to ensure every child in school has access to a high-quality computing education, which aspires them to achieve high standards. We aim for learners to use technology independently, safely, respectfully and know how to make sensible choices online. We embrace the national vision for Computing and appreciate that, to achieve this, pupils must have access to a curriculum which is 'balanced and broadly based'. By the end of our curriculum, we aim to produce learners who are confident, discerning, and effective users of technology and who also have a good understanding of computers and how computer systems work, and how they are designed and programmed.

We strive to achieve this aim by:

- Supporting all children in using technology with purpose and enjoyment.
- Encourage children to use their own initiative, imagination, reasoning and investigative skills with ICT.
- Ensure that children receive equal opportunity to develop their computing capability regardless of ICT access outside school.
- Meeting, and building on the minimum requirement set out in the National Curriculum as fully as possible and helping all children to achieve the highest possible standards of achievement.
- Helping all children to develop the underlying skills and capability which is essential to developing Computing capability (such as problem solving, perseverance, learning from mistakes) and apply them elsewhere.
- Helping all children to develop the necessary skills to exploit the potential of technology and to become autonomous and discerning users.
- Helping all children to evaluate the benefits and risks of technology, its impact on society and how to manage their use of it safely and respectfully.
- Using technology to develop partnerships beyond the school.
- Provide opportunities for children to use technology in a variety of curricular areas.
- Allow children to learn to work individually and collaboratively.
- Celebrating success in the use of technology.

## Present resource provision

The school has a wide range of computer hardware including:

- 2 Laptop trolleys containing 33 laptops each (Timetabled usage).
- 3 iPad Trollies with a total of 60 iPads - 1 trolley per key stage (Timetabled usage).

Each classroom has an interactive whiteboard which can be linked to a laptop or iPad on the school network. Every teacher and HLTA has a dedicated staff laptop, which are fully integrated into the school network with access to all photocopiers. All pupil computers have internet access and iPads can log on to school's network which is password protected. The two school halls have ceiling mounted projectors and a retractable screen, which are also linked to the school network.

Ladygrove Primary School subscribes yearly to Times Table Rockstars (TTRS), Seesaw and Natterhub. TTRS is an interactive Times Table platform where children will practise their Times Table Fluency through a gaming medium. SeeSaw and Natterhub are used in computing lessons to deliver the computing curriculum effectively and allow children to show their understanding through live lesson interactions with online resources. Natterhub introduces children to a social media platform and through this, they will explore the different areas of online safety in the form of social stories, online polls and surveys and social media interactions. This is to prepare our children for social media in the real world, providing a real-life understanding of the dangers online and how to use technology safety.

The school also has access to the following range of computing resources in school to support the teaching of the curriculum:

- A Green screen
- Video recorders
- Headphones
- Micro:bits
- BeeBots
- Sphero Indi Cars
- Lego Robotics Kits

Our teaching of the computing curriculum is further supported by our local computing hub which can provide further computing resources through booking.

Every class has an interactive touch-screen board which can be linked to a laptop or iPad on the school network. The two school halls have ceiling mounted projectors and a retractable screen, which are also linked to the school network.

To ensure that copyright laws are adhered to, staff, pupils and parents are only permitted to run software brought in from outside school when the copyright allows this. All subscription services are checked to be in line and protected by UK GDPR laws and risk of data breach is kept to a minimum through educating staff on safe handling of data.

## British Values

Children at Ladygrove Primary and Nursery demonstrate the following values whilst learning about Computing by:

- **Democracy**
  - Listening to everyone's ideas in order to form a majority.
  - Working as part of a team and collaborating to use computing devices effectively.

- **Rule of Law**
  - Developing knowledge of lawful computing behaviours.
  - Demonstrating respect for computing laws.

- **Individual Liberty**
  - Taking responsibility for our own computing behaviours.
  - Challenging stereotypes and bias.
  - Exercising rights and personal freedoms safely through knowledge of E-safety.

- **Respect and Tolerance**
  - Showing respect for other cultures when undertaking research using computing devices.

- Providing opportunities for pupils of all backgrounds to achieve in computing.

## Assessment and record keeping

Assessing ICT and computing work is an integral part of teaching and learning and is central to good practice. It is part of the learning process and essential that pupils are closely involved. Teachers will regularly assess pupil capabilities through observations and assessment of completed work at the end of each unit. Assessments will be made either through a test or rubric. Assessment is generally in the form of formative assessments, which 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. For example, at the end of each Natterhub E-safety lesson, pupils will complete an assessment quiz to gauge their understanding in relation to the lesson objectives. Any misconceptions or gaps in knowledge are then highlighted and teachers will use this to influence future planning. All computing work outside of Natterhub is saved on SeeSaw in each pupil's respective folders within their online classes. This includes multimedia evidence of learning as well as written work. This allows teachers to review each pupil's progress in their learning separately from each other and see their entire learning journey to assess their learning. Additionally, this provides the opportunity for the Computing Coordinator to review the implementation and impact of the curriculum across the whole school.

## Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children have the opportunity to develop computing and ICT capability, regardless of race, class, gender, cultural background or physical or sensory disability.

We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

## Health and Safety

The school takes very seriously and is aware of the health and safety issues surrounding children's use of ICT. We ensure that pupils have a safe environment in which to learn. We ensure effective filters are in place to safeguard pupils. As such, we will ensure that:

- All fixed and portable appliance in school are tested by a LA approved contractor every twelve months.
- Damaged equipment is reported to the ICT technician who will arrange for repair or disposal.

- E-safety is discretely taught each term by class teachers and through assemblies (See E-Safety Policy)
- Children learn about rights and responsibilities when using the Internet.

## Security, Legislation, Copyright and Data Protection

We ensure that the school community is kept safe by ensuring that:

- The school ICT technician is responsible for regularly updating anti-virus software.
- The use of ICT and computing will be in line with the school's Online Safety Policy (OSP) and AI Policy which outlines appropriate and safe use of ICT equipment and online behaviour.
- All staff, volunteers and children must sign a copy of the school's (OSP).
- Parents are made aware of the (OSP) and AI Policy at school entry.
- All children are aware of the school rules for responsible use on login to the school network and will understand the consequence of any misuse.
- Reminders for safe and responsible use of ICT and computing and the Internet will be displayed in all areas.
- All pupils are aware of our "Think S.A.F.E.T.Y. Online" guidance, with children being frequently reminded of the acronym S.A.F.E.T.Y. which we follow. This is also displayed as a poster in classrooms and throughout the school.
- Software/apps installed onto the school network server must have been vetted by the teacher for suitable educational content before being purchased and installed. No personal software is to be loaded onto school computers. Further information can be found in the school's Data Protection policy.

## Curriculum Development and Organisation

Our Scheme of Learning is based on the National Curriculum guidelines and taught through the Teach Computing Scheme of learning. E-safety lessons are specifically taught through the Natterhub scheme of learning for KS1 and KS2, which fully complies with Education for a Connected World and the DfE Statutory Guidelines for Computing. All units of teaching and learning are differentiated with additional assessment activities and monitoring built in.

Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum using ICT. Through the use of ICT their motivation can be heightened, and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem. Each class has been allocated two pupil laptops to help ensure these opportunities are not missed and children disadvantaged. Each class also has 2 allocated sets of computer headphones to help provide more immersive learning and tailored intervention for pupils.

Pupil laptops and iPads in classrooms support the development of Computing and ICT capability by enabling independent learning; encouraging research, and allowing for the creative use of ICT in all subjects. Digital projectors, interactive whiteboards and visualisers are positioned in all classrooms and are used as a teaching and learning resource across the curriculum. An immersive classroom further enhances the children's learning, emotive and language experiences and responses through cross-curricular exploration of ideas and themes.

Planning for ICT/Computing in EYFS needs to be considered carefully if children are to begin to gain confidence in the use of computing as soon as they start attending Nursery. A range of appropriate hardware, software and activities needs to be offered. This should include plenty of hands-on experience with technology and role-play such as using interactive software programmes/apps as well as relevant hardware such as BeeBots. E-safety in EYFS is taught through storytelling, discussions and role-play. In EYFS, E-safety is learned in a cross-curricular

manner with PSHE and RE. Teachers in EYFS encourage discussions instigated by the children's own self-discovery and exploration.

Huge differences in ability across the school are evident between children who have access to ICT at home and those who do not. To address this imbalance, differentiation in learning may include the provision of different software, varying the amount/type of support given, varying the tasks, varying the groupings (e.g. group size and mixed ability) etc.

Our school website showcases some of the wealth of experiences that the children are involved in as well as providing help and supportive information for the school community.

## Teaching and Learning

Across Key Stage 1 and Key Stage 2, our children will use technology to:

- Learn Programming by using programmable toys, program on screen, through animation, develop games (simple and interactive) and to develop simple mobile apps.
- Develop their computational thinking through filming, exploring how computer games work, finding and correcting bugs in programs, creating interactive toys, cracking codes and developing project management skills.
- Develop computing creativity by illustrating an eBook, taking and editing digital images, shooting and editing videos, producing digital music, creating geometrical art and creating video and web copy for mobile phone apps.
- Investigate computer networks through finding images using the Web, researching a topic, finding out how the school network operates, editing and writing code, creating an e-safety micro-site, and planning the creation of mobile apps.
- Communicate and collaborate by producing a talking book, communicating clues, use email, produce wikis, create and write blog pages and design interfaces for apps.
- Understand the need for productivity as a life skill through creating a card electronically, record bug hunt data, create surveys and analyse results, record and analyse weather data, create virtual spaces and research the app market.

Teacher's planning is differentiated to meet the range of needs in each class. A wide range of teaching and learning styles are employed to ensure all children are sufficiently challenged. Children may be required to work individually, in pairs or in small groups according to the nature of the task. Different outcomes may be expected depending on the ability and needs of the individual child.

## Roles and Responsibilities

The head teacher, in consultation with the Computing Co-ordinator and staff will:

- Determine the ways in which Computing and ICT supports, enriches and extends the curriculum.
- Decide on the provision and allocation of resources.
- Ensure that Computing and ICT is used in a way that achieves the aims and objectives of the school.

There is a designated Computing Co-ordinator to oversee the planning and delivery of Computing and ICT within the school through:

- Facilitating the use of ICT across the curriculum in collaboration with all subject leaders.
- Providing or organizing training to keep staff skills and knowledge up to date.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the Computing and ICT curriculum and reporting to the head teacher and governors.

The Computing and ICT Telford and Wrekin team and NCCE work in partnership with the subject co-ordinator to provide up-to-date advice and support on how to effectively deliver the computing curriculum in school. The Computing co-ordinator works alongside other subject leads to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

Whole school coordination and support is essential to the development of Computing and ICT capability however, it is the responsibility of each individual teacher to plan and teach appropriate Computing and ICT activities and assist the leader in the monitoring and recording of pupil progress in the subjects.

**Links to the school development plan**

- The Computing Coordinator produces an action plan each year outlining priorities for that year.
- An audit of resources is undertaken yearly to ensure that hardware and software are kept as up to date as possible and that obsolete or broken machines are scrapped or repaired.

**Monitoring and evaluation**

The Computing Co-ordinator is responsible for monitoring the standard of the children's work and quality of teaching. The Co-ordinator is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Co-ordinator will carry out termly feedback from pupils about their leaning in computing.

Monitoring termly enables the subject leader to gain an overview of Computing and ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. In monitoring the quality of Computing and ICT teaching and learning, the subject leader will:

- Observe teaching and learning in the classroom.
- Hold discussions with teachers and children.
- Analyse children's work requirements.

**Staff training needs will be met by:**

- Informing staff of relevant courses that will improve their skill base. These are emailed or hard copies distributed.
- The Computing Co-ordinator should attend courses and support/train staff as far as possible.
- The Computing Co-ordinator will keep staff updated on the latest advice for delivering the Computing curriculum and any new developments in hardware or software available in school to use as resources for teaching.
- Close liaison with ICT Gold technician

The everyday use of ICT is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The Computing Coordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the transition to the new curriculum. Meetings with subject co-ordinators will also ensure that the use of ICT/computing across the curriculum is planned for and evaluated.

**School Clubs and Learning Beyond School Hours**

Children who do not have access to ICT at home and who wish to are able to use school computers for extended learning are provided with after-school opportunities through a coding club throughout the year.

## Home School Links

Our school website promotes the school and children's achievements as well as providing information and communication between the school, parents and the local community. Class pages on the website are regularly updates to share learning and key information to parents. Social Media platforms (Facebook and Twitter Only) are used to keep parents up to date and to share children's achievements in a more accessible way through. Texts are sent to parents as reminders or to inform as an addition to sending letters home with children.

Children all have complete access to Natterhub, TTRS and Scratch both in school and home and are set homework and challenges through this.

**This policy has been written by Max Trusler (Computing Co-ordinator) in consultation with SLT, Staff and governors.**

| *Policy- Document Status* | | | |
|---|---|---|---|
| **Date of Policy Creation** | September 2022 – Reviewed every years. | **Named Responsibility** | Max Trusler |
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