



St John Fisher RC Primary

Computing & IT Policy

MISSION STATEMENT

Love Jesus, love learning,
Inspiring each other to be the best that we can be.

Introduction

At St John Fisher we recognise that each child is an individual and has the right to a broad and balanced curriculum. In line with the Mission Statement, we are preparing our children to face the opportunities, responsibilities and experiences which they will encounter throughout their lives. Computing & IT encompasses every part of modern life and it is important that our children are taught how to use these tools and more importantly, how to use them safely. We believe that it is important for children, staff and the wider school community to have the confidence and ability to use these tools to prepare them for an ever-changing and rapidly developing world.

The Acceptable Internet Use and E-Safety Policy should also be read in conjunction with this policy.

Intent: Aims

To enable all our staff and pupils to be confident, competent independent users and learners of Computing and IT we aim:

- To equip all learners with the experience and skills of Computing that they will use in a rapidly changing technological world.
- Learners in our environment will be confident and independent in their use of computing to solve problems across the curriculum.
- Children, parents, staff, governors and the wider community have relevant and meaningful experiences using Computing.
- Children have a growing awareness of how Computing is used in the world around them and of the benefits that it provides.
- Computing is used to support problem solving and learning across the curriculum.
- Children, parents, staff and governors to be aware of E-Safety issues
- To use IT where appropriate to ensure pupils are motivated and inspired in all areas of the curriculum
- To use IT to help improve standards in all subjects across the curriculum
- To use IT as a form of communication with parents, pupils and the wider community
- To encourage problem-solving and investigative work.
- To foster group work, sharing and collaboration between peers.
- To care for and respect equipment.
- Meet the requirements of the national curriculum programmes of study for computing at Key Stage 1 and 2.

Implementation: Planning

Computing is described in three strands in the Programme of Study; Computer Science, Information Technology, and Digital Literacy

The core of computing is **Computer Science**, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding pupils are equipped to use **Information Technology** to create programs, systems and a range of content. Computing also ensures that pupils become **Digitally Literate**, able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

Foundation Stage

We teach Computing in Reception Class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the IT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, iPads, Bee-Bots and Augmented Reality.

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.

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.

St John Fisher has developed its own Computing Scheme of Work based upon D.A.R.E.S scheme of work.

The long-term plan maps the topics that the children will study during each key stage. Our long-term plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

The Computing Scheme of Work contains medium-term plans which give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. A Resources folder for each year group can be found on the network.

The class teacher is responsible for writing the short-term plans for each lesson. These plans list the specific learning objectives of each lesson.

The contribution of Computing and ICT to teaching in other curriculum areas

Computing and ICT contributes to teaching and learning in all curriculum areas. Computing is used as a tool for research and to transfer this knowledge to other curriculum areas. For example, the Green Screen contributes to several different areas of the curriculum including all class topic work such as the Victorians and E-Safety. Using Augmented Reality apps supports their work in Science, stories and games. While the World Wide Web proves very useful for research for the children to achieve better educational outcomes across the board. The use of Google Maps and Google Earth for Geography provides resources to help students explore, create, and collaborate with different mapping tools. Email offers pupil's opportunities for enhanced communication and homework tasks. Adobe Spark Video and Adobe Spark post are used by the children to become better digital Citizens and to take ownership of their digital lives. Videos are used to record class

topic work, Share and Shine, role play and speaking and listening activities. All of this enables the children to present their information and conclusions in the most appropriate way.

English

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers and iPads, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the World Wide Web. They can add sound and graphics to their writing when producing multimedia texts. They learn how to improve the presentation of their work by using desk-top publishing software. In addition, there is a variety of software and online resources which targets specific reading, grammar and spelling skills.

Mathematics

Many Computing activities build upon the mathematical skills of the children. Children use IT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places. There is a variety of software and online resources available which support the different areas of mathematics. Teachers often use maths software on the Interactive White Board to explain new concepts or to reinforce learning.

Microsoft Teams (In case of school closure)

Microsoft Teams is used as Learning Platform as a means to set online remote learning for pupils. The IT Technician and Teachers use Microsoft Teams to set tasks for children to complete task in school or at home.

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and then schools acceptable use policy when using Microsoft Teams.

Communication with children and adults, by whatever method, should take place within explicit professional boundaries and staff should avoid any personal subject matter. Staff should not request or respond to any personal information from children other than that which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'.

Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, social media information, or details of web-based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, they should not respond, report the matter to the Headteacher and the child and their parents should be firmly and politely informed that this is not acceptable.

When communicating with children on Microsoft Teams, adults should:

- Not seek to communicate/make contact or respond to contact with pupils outside of the purpose of their work and should not accept any requests for contact from pupils outside of the workplace
- Not give out their personal details
- Use only equipment and Internet services provided by the school or setting, unless school policies state otherwise
- Only use internet-enabled personal devices in line with school acceptable use policies
- Follow their school Acceptable Use Policy and online safety guidance
- Ensure that their use of technologies could not bring their employer into disrepute.

Seesaw

Seesaw for Schools is a digital app-based platform that allows students, teachers, and parents or guardians to complete and share classroom work. Teachers use Seesaw to set tasks for children to complete in school. Integrated into Seesaw is a multitude of media resources including notes, video and drawing tools to enrich the whole curriculum.

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Impact: Assessment/Recording

Teachers will assess children's work in Computing and IT by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their work. Peer assessment is encouraged in school. Peer assessment can empower students to take responsibility for, and manage, their own learning. Where appropriate, pupils print out their work. However, children generally save their work into their own personal digital folders on Seesaw. Seesaw empowers students to independently document their learning and provides an audience for their work, peers and parents.

By the end of each year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study for their year group. Teachers use the online Sonar Assessment Tool to monitor attainment and progress throughout the year.

Assessment is recorded on Sonar and the data is updated each term by the class teacher and reported to leaders.

Teachers use the following vocabulary when recording each pupil's achievement against the end of year expectations for each year group: Below, Just At, Secure At and Above.

At the end of each year, if a pupil is 'Secure At' they are considered to be at Age-Related Expectations (ARE). If a pupil is 'Above' at the end of the year, they are considered to be working at level that demonstrates a greater depth of understanding

Sonar provides an instant gap analysis which enables teachers to adapt plans to meet the needs across their class whilst giving leaders a complete view across the subjects and cohorts. Subject leaders work alongside teachers to plan how to address the gaps to ensure progression for all pupils.

Resources

The school has a wide range of hardware to support the teaching of Computing and ICT. This includes:

- Support from IT Support Curriculum Advisor
- School network including server and network laser printers
- Interactive whiteboard and screen projection in every classroom
- Laptops (mobile laptop trolley with 15 laptops and each teacher also has a laptop and iPad)
- iPads (2 mobile iPad trolleys with 15 iPads) (KS1 – 1 trolley, KS2 1 trolley per class)
- Scanners
- Printers

- Bee-Bots,
- Microphones
- 3D Printer
- Raspberry Pi
- Lego Wedo
- Apple TV
- Mobile Green Screen

There is a wide range of software available which supports the core curriculum. Software is mainly kept in the Headteacher's stock cupboard although some software is kept in the appropriate classrooms. The school network and every computer in the school is protected by Sophos – for encryption, network security, email security and mobile security. Sophos and a robust firewall are in place to protect and monitor on-line activity. Appropriate filtering and monitoring is in place with the protection of a managed system.

Internet Access

Access to the World Wide Web is a necessary tool for staff and students. The purpose of Internet access is to raise educational standards, to support the professional work of staff and to enhance the school's management information and business administration systems. Rules governing access to the Internet and E-mail communications are set out in the school's Acceptable Internet Use and E-Safety Policy.

School Website

The school website can be very exciting; it allows people from all over the world to share our learning.

A successful website can:

- Safely give your pupils a wider audience for their learning.
- Encourage reluctant learners to participate and succeed.
- Allow pupils to peer assess each other's learning.
- Encourage parental engagement.
- Promote pupils' learning across the globe.

Guidelines have been established to ensure the safety of our pupils when using the website. The guidelines are also reminders of how to use the website to improve writing and keyboarding skills. The St John Fisher website/Internet rules can be found in the Acceptable Internet Use & E-safety Policy. A safeguarding message appears on the home page for visitors to view and accept before they can browse our website.

Twitter

The school has a Twitter account @st-johnfisher.co.uk to 'Tweet' news and photographs about our school community it will be used principally to be followed by staff, parents and other professionals in order to advertise the excellent work by staff, children, parents and governors.

Similarly, it will also contain information detailing special events in school. The aim of this is to run alongside more traditional methods like sending home letters, and not to replace it.

'Tweets' will be published by teachers, office staff or Headteacher.

Facebook

The school has a Facebook account. Facebook is an excellent opportunity for our school to connect with families and our community enabling us to share information rapidly. Our school is consistent in keeping the information updated and accurate, students and families have come to rely on our Facebook Page as a resource to find information about what's going on at our school. Posts are updated on a regular basis by Class teachers, teachers, office staff or Headteacher.

Equal Opportunities

At St John Fisher we aim to provide all pupils with equal access to a broad and balanced curriculum, of which Computing is an integral part. In this way all should make the greatest possible progress and reach their full potential. For those children with special educational needs, and those identified as gifted and talented, help is provided, where possible, through adaptive teaching, small group work, extension activities and the use of TAs.

Health and Safety / E-safety

The school ensures that all Health and Safety regulations are followed. All computers and peripheral devices will be set securely on trolleys or tables and leads and wiring will be secured so they are not exposed or trailing. All portable electrical equipment in school is tested by an external contractor every twelve months. Children will be taught about safe working, logging on and off safely and loading of programs. Pupils will be taught how to access the World Wide Web safely and about acceptable Internet use. Please refer to the separate Internet Access Policy for all e-safety issues.

Staff training

The computing subject leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the subject leader. Teachers will be encouraged to use IT and computing to produce plans, reports, communications and teaching resources.

Security

We take security very seriously.

- The computing technician will be responsible for regularly updating anti-virus software.
- Use of IT and computing will be in line with the school's 'Acceptable Use Policy'. All staff, volunteers, visitors must sign a copy of the schools AUP.
- Parents will be made aware of the 'acceptable use policy' at school entry and Key Stage 2.
- All pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all computing areas.

GDPR

Personal data will be recorded, processed, transferred and made available according to the GDPR which states that personal data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than is necessary
- Processed in accordance with the data subject's rights
- Secure
- Only transferred to others with adequate protection.

Staff must ensure that they:

- At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse.
- Use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data.
- Transfer data using encryption and secure password protected devices.
- When personal data is stored on any portable computer system, USB stick or any other removable media:
 - The data must be encrypted and password protected
 - The device must be password protected (many memory sticks / cards and other mobile devices cannot be password protected)

- The device must offer approved virus and malware checking software
- The data must be securely deleted from the device, in line with school policy once it has been transferred or its use is complete

Monitoring / Evaluation

The Computing Leader will

- Review the policy every two years in light of new developments and in consultation with the Head teacher.
- Monitor children's work to ensure that progress is being made in the subject.
- Report to governors.
- Collate and report data on a termly basis

Document history

Date	Amendments
September 2015	Original documents
September 2017	Reviewed Additional elements added: Facebook, References to the National Curriculum, Additions to Assessment to include reference to Target Tracker.
September 2019	Revised Updated with reference to the data collation/GDPR
April 2020	See-Saw section added to policy
September 2021	Reviewed Updated with reference to Intent/Implementation/Impact Twitter information has been updated. Updated with reference to Microsoft Teams and Instagram. Updated with reference to Computing Enhancements
September 2023	Reviewed Use of Teams platform updated to state 'in case of school closure' Instagram details removed.
September 2024	Reviewed Reference to 'adaptive teaching' added
September 2025	Reviewed Reference to D.A.R.E.S scheme of work added. Assessment Tracking system changed from Target Tracker to Sonar.