



Shiplake C.E. Primary School
Memorial Avenue
Shiplake , Oxon
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'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you' Psalm 32.8

Shiplake CE Primary School

Computing and ICT Policy

January 2025

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.'

Computing programme of Study, DfE, 2013

Computing Curriculum Intent

Through our computing curriculum at Shiplake CE Primary, we aim to provide our pupils with an exciting and engaging broad learning experience. We recognise the integral part technology has in our lives now and in the future. We aim to prepare our pupils for the rapidly changing world by providing them with the necessary skills to utilise and embrace this technology in a safe way, as socially responsible digital citizens. Our Computing curriculum is carefully structured using a spiral curriculum approach. Pupils learn how computer systems work, to use IT effectively and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

Our coverage of the Computing curriculum is comprised of three main strands:

Computer Science, Information Technology and Digital Literacy, these strands are woven together through our curriculum. We aim to enable pupils to understand how computers and computer systems work, to become confident coders by designing, building and evaluating programs, how to behave responsibly and manage digital information securely.

Our Computing curriculum aims to develop pupil's problem solving and critical thinking skills and allow their creativity to flourish. Opportunities to use Computing skills to enrich learning across other curriculum subjects is central to our Computing curriculum. This breadth of experience aims to give pupils increased confidence, the ability to develop their ideas and skills, express themselves and recognise their role as part of our local and global community.



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Aims

In our school we aim to ensure that pupils:

- Understand and apply the fundamental principles and concepts of computer science
- Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply ICT skills, including new or unfamiliar technologies, analytically to solve problems
- Enrich learning through developing pupils' ability to use computers appropriately and choose suitable software and hardware for a particular task
- Be responsible, competent, confident and creative users of ICT
- Use ICT safely and appropriately.

Roles and Responsibilities

- The Computing Leader, along with the Headteacher, is responsible for monitoring the teaching and learning of the Computing curriculum across the school.
- The Computing Leader is responsible for informing the rest of the staff about new developments and, where appropriate, for organising (and at times providing) appropriate training. They advise colleagues on managing equipment and software and carry out technical tasks as necessary to support the delivery of the curriculum.
- The ICT Technician- Turn IT on is responsible for maintaining the network and adding new resources, hardware and software under the direction of the Computing Leader and Senior Leadership Team.
- All teachers are responsible for ensuring they cover the objectives set out in the skills and knowledge progression documents for computing. They are also responsible for monitoring and responding to issues of e-safety and cyber bullying. Parents will be made aware of any issues that arise.
- The Governor's Resources Committee ensures adequate funding is allocated to cover equipment and all necessary contracts.



Pupil Safeguarding

All staff recognise as part of their safeguarding role, their responsibility in ensuring pupils are safe when online. Any concerns or issues that arise when online are recorded in a central log and brought to the Computing Co-ordinator's attention. These are then discussed and appropriate action is taken as needed.

Curriculum Coverage

The school has a scheme of work providing a broad and balanced spiral curriculum ensuring previous learning is always re-visited to ensure understanding, and built upon to enable progression. Pupils experience a range of activities to ensure coverage and progression through the Subject Content set out in the National Curriculum 2014. In addition to the online coding environments used through the year groups, our curriculum provides 'off line' computational thinking opportunities and physical computing. These provide pupils with the opportunity to make better connections in Computer Science. Where possible, Computing is integrated into a cross-curricular approach allowing children to access Computing resources through a range of subjects and homework activities. Pupils have access to the Computers and the Laptop Trolley for timetabled sessions of 1 hour duration through the week, as well as a set of iPads. Both laptops and iPads can be used at other times through the week as required.

Computing in the EYFS : The EYFS Statutory framework (Nov 2024) does not include Computing as a part of the curriculum as previous frameworks have. However, at Shiplake C E Primary we aim to provide the foundations of all learning and thus explore computing/technology in Reception Year in the following ways:

- Safer internet day - 'Smartie the Penguin'
- Class based desk tops with the program '2Simple' (in continuous provision);
- Paint and draw
- Close a program down
- Simple typing
- iPad use;
- photography,
- apps,
- drawing
- Sharing technology on the big screen including; Interactive whiteboard games, Tapestry, Smart board- writing/ drawing.
- Bee bots- map and directions
- Metal detectors - using technology



Teaching and learning

Teachers' planning ensures that a wide range of strategies are employed in order to support all learners in Computing lessons. Examples of these are:

- Same activity but different outcome
- Same theme but different levels of input
- Different pace of working
- Different groupings of pupils

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

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

Assessment



Every pupil has their own folder of digital work on the school's network which is monitored by the Computing Subject Leader. This is used to inform judgements about pupil's progress through the Computing curriculum and ensure the curriculum reflects all our pupils needs. Work completed through a cross-curricular context may be filed within that subject's books or folders. Teachers continually assess learning through lessons and use a variety of techniques to assess knowledge and skills progression including, but not limited to, quizzes, pupil demonstration of skills and questioning.

Reporting & Recording

Parents receive an annual written report on the coverage of each subject and their child's progress through their learning. The report contains information about their progress through the Computing Scheme of Work during the academic year.

Monitoring, Evaluation and Review

The Computing Co-ordinator monitors learning in Computing and provides feedback to teachers. This ensures the Scheme of Work is implemented and all strands are planned for. The Computing Co-ordinator carries out a Learning Walk and gives feedback to staff to ensure teaching and learning of the Computing curriculum is of a high standard.

The Governors are kept informed of the Co-ordinator's work through an annual report compiled by the Computing governor.

All teachers are expected to have high expectations for all pupils.

E-Learning Resources

Internet and Online Learning

Internet access is planned to enrich and extend learning activities and is part of the National Curriculum 2014. Pupils are taught to be critically aware of the materials they read and are shown how to validate information before they accept its accuracy. Pupils receive guidance when using the Internet and its use is supervised.

Pupils are taught what is acceptable and what is unacceptable regarding e-safety. Pupils are encouraged to report immediately any offensive materials which they may access, to a responsible adult. They are given clear objectives for Internet use. To guard against accidental access to materials which are inappropriate we access the Internet through the MCS network provided by OCC. This provides an appropriately filtered service. Teachers



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inform the Computing Co-ordinator immediately should they find offensive material on the Internet. The Co-ordinator will contact MCS to alert them to the offending site and ensure web-filtering is updated.

All users agree to abide by the E-learning Code of Conduct and LA policies regarding the use of the E-Learning resources. The school website is regularly updated and all staff are encouraged to share useful Internet sites with other members of staff.

Any photographs of pupils used on the school website or social media sites, will not include the name(s) of pupils and any photographs of pupils included will be in appropriate dress. Parental permission is requested via the E-learning Code of Conduct agreement prior to photographs being displayed and when circulated direct parental permission will be sought.

E-mail

The school uses e-mail to communicate between all members of the community. All members of staff and the Governing Body have an individual e-mail address through the Office 365 mail portal. Each class/year group also has a contact e-mail set-up for parents to use to communicate with the class teacher.

E-mail messages containing pertinent information about a child's education are printed off and added to the pupil's profile. E-mail responses to parental messages are only used when considered appropriate and reflect the school's policy on written correspondence to parents.

Teachers are discouraged from using their personal e-mail addresses for school business to protect their privacy. Members of staff may use their school e-mail addresses for appropriate personal use. Parents' e-mail addresses will be sought when families join the school and are primarily used for communicating newsletters and information. The school office holds them on record; these are not given out or shared with other parents. The school uses the ParentMail portal for the majority of home/school communications, including online forms and payments.

Pupils are taught about issues relating to e-safety and cyber bullying and understand that sanctions may be imposed if they use the facilities in an inappropriate manner. Pupils are taught to report immediately any offensive messages or if they feel uncomfortable with any messages that they receive. Pupils also have weekly key stage assemblies covering a range of topics on how to keep themselves safe and how to behave appropriately when online.



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Resource Management

Human Resources

The Computing Co-ordinator provides training on Computing resources, software and hardware to all staff within the school. Opportunities for training are offered, wherever possible, to meet whole school needs as well as those of individual teachers. These needs may be identified as a result of monitoring or performance management reviews.

As part of Continuing Professional Development all staff are encouraged to improve necessary skills and techniques, and take up training opportunities to develop Computing competences in the classroom linked to other curriculum areas. Staff are encouraged to use online resources and communities to support teaching and learning across the curriculum.

Technical Resources

Any faults with the computers are reported to the Computing Co-ordinator who reports them to our technical support provider (Turn IT on) through their online system or directly to them, depending on the fault. The school technician will endeavour to respond on his next visit to the school or if urgent the remote support team can provide assistance.

The server backs up automatically each night via an offsite/cloud based system managed by our IT support providers, Turn IT ON.

Hardware

The school has 15 laptops and 12 iPads, each classroom has a further two computers. Pupil access is timetabled on a weekly basis. There are Smartboards set up for teaching in all classrooms along with an iboard in the school hall. All members of the teaching staff have a laptop for use at home and school. Laptops and iPads can be timetabled by staff in addition to the classes regular weekly session.

To support our Computer Science we have physical computing equipment available to use with the planned programming units in our curriculum. We have programmable electronic mice, Vu+ data loggers, Crumble kits and Microbits. Our data loggers are also used to support the Science curriculum.

All computers are password protected for staff and relevant user groups are given appropriate access and user settings. User names and passwords are set up by Turn IT on and allocated to users in readiness for the beginning of terms.



Maintenance contracts are accessible via the office. Where possible, hardware is redeployed throughout the school when new equipment is purchased. Obsolete equipment is disposed of in accordance with County guidelines.

Security, Legislation, Copyright and Data Protection

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

- The school technician is responsible for regularly updating anti-virus software. The technical support provider (Turn IT On) is responsible for ensuring that the automatic updating of anti-virus software is operating efficiently by checking at least monthly.
- The use of ICT and computing will be in line with the school's Acceptable Use of ICT Policy (AUP).
- All staff, volunteers and children must sign a copy of the schools AUP.
- Parents are made aware of the AUP 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. Each computer system is accessed through a password system providing security against unauthorised access to the management system.
- Reminders for safe and responsible use of ICT and computing and the Internet will be displayed in all areas.
- 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. New software is purchased only after evaluation, whenever possible, to ensure that it fits the purpose for which it is intended and that it is non-discriminatory.

Further information can be found in the school's Data Protection policy.

Health and Safety

Pupils receive instruction on the correct posture when using PC's and laptops and the procedure for using a mouse. Pupils are also reminded of the importance of the length of time they use devices in school and at home.

When using ICT resources staff will make a visual check of equipment specifically to ensure that:

A fire extinguisher suitable for electrical fires is in place and undamaged



There are no trailing cables or leads which could constitute a health and safety hazard

There are no daisy-chained multiblock electrical sockets in use

There are no damaged chairs or other faulty and/or potentially hazardous equipment

All equipment is checked annually under the Electricity at Work Regulation 1989 (Portable Appliance Testing). A detailed inventory is kept up to date by the Bursar who ensures all equipment is checked. New equipment is added to the inventory on arrival. Regular Risk Assessment surveys are conducted by the Bursar , faults are logged and appropriate action taken.

The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screens. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions which meet these requirements for all users.

Management Information Systems (MIS)

By developing its use of electronic Management Information Systems (MIS), e.g. SIMs, Happy Data Assessment, the school saves teachers' time, whilst providing effective electronic availability of individual pupil tracking data, both within school and at transfer at the end of Key Stage. MIS also enables us to track and transfer records for "nomadic" pupils with greater ease. The Bursar and Assessment Leader update the MIS in conjunction with the class teachers. The office network is supported through our technical support providers, Turn IT On.

LEGISLATION AND GUIDANCE This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

ICT/COMPUTING Subject Lead Amy White

Reviewed: January 2025



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Appendix to the Computing and ICT policy

1. Acceptable Use of ICT Policy (AUP)
2. E-Learning Code of Conduct

The following policies also form part of the school Computing and ICT Policy:

- Data Protection Policy
- Privacy Notice (Parents/Carers, Pupils, Staff, Volunteers/Governors)



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