

**Huntingdon Academy Computing Policy**

**Introduction**

This policy sets out Huntingdon Academy’s aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with the Safeguarding, Equal Opportunities, Curriculum, SEND and Assessment policies.

The policy has been developed by the Computing Leaders Miss Andrew and Mr O’Donnell in consultation with the DSL, Leadership Team and teachers. Guidance from pupil, parent and staff voice have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study.

Due to the fast pace of technology innovation and constantly emerging trends this policy is reviewed at the start of every academic cycle.

**Our aims:**

Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.

Enthuse and equip children with the capability to use technology throughout their lives.

Give children access to a variety of high quality hardware, software and unplugged resources.

Instil critical thinking, reflective learning and a ‘can do’ attitude for all our pupils, particularly when engaging with technology and its associated resources.

Teach pupils to become responsible, respectful and competent users of data, information and communication technology.

Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.

Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

Provide technology solutions for forging better home and school links.

Utilise computational thinking beyond the Computing curriculum.

Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

# Safeguarding: Online safety

Online safety has a high profile at Huntingdon Academy for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.

A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.

Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.

Scheduled pupil voice sessions and learning walks steer changes and inform training needs.

Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.

Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.

Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.

Filtering and monitoring systems for all our online access.

**Roles and responsibilities**

**Subject Leader**

The computing subject leader monitors the way the subject is taught throughout the school by:

The computer subject leader has the responsibility for monitoring the way in which resources are stored and managed. They provide ongoing CPD to ensure the highest quality of teaching and learning. They ensure that staff have access to current research into computing and any current world issues.

Raising the profile of Computing for all stakeholders.

Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.

Ensuring assessment systems are in place for Computing.

Maintaining overall consistency in standards of Computing across the school.

Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.

Auditing the needs of the staff in terms of training/CPD.

Actively supporting staff with their day-to-day practice.

Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.

Attending training and keeping abreast with the latest educational technology initiatives.

Using nationally recognised standards to benchmark Computing.

Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.

Creating bids for the annual budgets and monitoring budget spend.

Keeping an up-to-date log of all resources available to staff.

Procuring physical and online resources that demonstrate best value.

Reviewing the Computing curriculum and developing it as needed.

Working as needed with the SENCO and Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

# Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in the role-play area.

Pupils gain confidence, control and language skills through opportunities to ‘paint’ on the interactive board/devices or control remotely operated toys.

Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.

Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

**Key Stage 1 outcomes**

 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.

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.

**Key Stage 2 outcomes**

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 worldwide 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.

# Assessment

Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.

Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.

Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.

Children are encouraged to self, peer and group assess work in a positive way.

Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process.

 Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy).

# Resources

All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.

A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.

Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.

An itemised list of all resources is shared with staff and kept up to date by the Computing Leader.

Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.

The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.

Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.

 The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

**Cross-Curricular Links**

**The contribution of computing to the teaching of other curriculum areas**

We recognise that computing contributes to teaching and learning in all curriculum areas. It is not only a subject in its own right with dedicated teaching time but also utilised as a tool in other curriculum areas.. Computing enables 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, children learn how to edit and revise text. They learn how to improve the presentation of their work by using publishing software. Green screen technology is also a great computing tool to present work.

**Maths**

Many computing activities build upon the mathematical skills of the children. Children use computing in mathematics to collect data, make predictions, analyse results, and present information. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

**Science**

Computing in science allows the children to record and present information from experiments. It is also used to collect data using data logging equipment, sensors and a variety of different apps to make science come alive. Computing is used to research topics and works along with STEM lessons.

**Inclusion**

We aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

**Health and Safety**

We at, Huntingdon Academy are aware of the health and safety issues involved in children’s use of computing. All electrical appliances in the academy are regularly monitored and tested. This also applies to any equipment brought in to the academy 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 will visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment will be reported to the ICT technician or computing lead, who will arrange for repair or disposal.

**Safeguarding**

At Huntingdon Academy, our aim is to always safeguard and promote the welfare of our pupils. We acknowledge our duty to ensure that all pupils and staff are protected from potential harm. We realise that the internet and associated devices are an important part of everyday life, which present positive and exciting opportunities as well as risks and challenges.

We will empower our pupils to acquire the knowledge needed to use the internet and technology in a safe, considered and respectful way and develop resilience so they can manage and respond to online risks. We understand that the issues associated with safety online and in computing can be considerable.

We have a separate online safety and acceptable use of technology policy, which encompasses all members of the academy community, and this policy should be read alongside this.

**Security**

* L.E.A.D IT services are responsible for regularly updating anti-virus software.
* Use of computing will be in line with the academy’s ‘acceptable use agreements’. All staff, volunteers and children must sign a copy of the schools AUP.
* Parents will be made aware of the ‘acceptable use agreements’.
* All pupils and parents will be aware of the school rules for responsible use of computing and the Internet and will understand the consequence of any misuse.
* The agreed rules for safe and responsible use of computing and the Internet will be displayed in all computing areas.

**Implementation Date: 18.7.22**

**Review Date: 18.7.22**