



St Giles C.E. Primary School Computing Policy

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn

'You must love one another as I have loved you.' John 13 v 34



Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Introduction

Through teaching Computing, we equip pupils to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for pupils to be able to use information in a discriminating and effective way. Pupils are taught the principles of information technology and computation and how digital systems work. We aim to enable our pupils to use information technology to create programs, systems and a range of media. In doing so, we ensure that pupils become digitally literate, confident, creative and independent learners – at a level suitable for the future workplace.

This policy document sets out the school's aims, principles and strategies for the delivery of the 'Computing Curriculum.'

Aims

It is the aim of St Giles CE Primary School:-

- To provide all pupils with their National Curriculum entitlement including: Understanding and applying the fundamental principles and concepts of computer science including abstraction, logic, algorithms and data representation.
- Analysing problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- To ensure pupils computing education is progressive, coherent and relevant as they move through our school.
- To apply their digital literacy skills and knowledge to their learning in other areas.
- To allow pupils to become responsible, confident, competent and creative users of information and communication.
- To be able to evaluate and apply information technology, including new or unfamiliar technologies, and analytically to solve problems
- To ensure that technology is used to continue and extend learning outside of school.
- To use technology to keep parents informed of all aspects of school life.
- To develop staff so that they are able to adapt to the continually changing challenges presented by technology and in so doing ensure that our pupils receive a computing education in line with their ability, access and needs.

Principles for the Teaching and Learning of Computing

It is the Computing Leader's responsibility to plan for the development of a computing education that equips pupils to understand and change the world through logical thinking and creativity, including making links with all areas of the curriculum. In order to ensure progression and continuity throughout the school and to ensure the delivery of a broad and balanced curriculum, the school uses a Computing Curriculum Map which includes links to the detailed planning documents found in the Scheme of Work (Purple Mash). This map and planning documents are to be used in conjunction with the Purple Mash 'Progression of Skills' to ensure the appropriate development of information technology and computing skills across the school. Teachers use the Computing Curriculum Map and Progression of Skills to inform planning. From the Curriculum Map for their year group, teachers map which topics that the children study in each term during each year. They detail the key skills to be taught in each lesson (taken from Progression of Skills) in their creative planning. The Computing subject leader is responsible for reviewing these plans.

When teaching computing, teachers are encouraged to use a variety of teaching styles to introduce new programmes and skills including:

- Planning activities that allow sufficient time for all individuals to take part.
- Effective teaching input to allow completion of tasks with minimum teacher intervention.
- Taking account of previous pupil knowledge/skills/understanding when planning for activities, especially for lower achieving and upper ability groups.
- Flexible groupings to ensure equal opportunities and that appropriate differentiation is maintained at all times to meet the needs of individual children.
- Planning short, time limited focused activities with some setting of tasks of increasing difficulty (not all children complete all tasks);
- Working individually, in pairs or small groups.
- Splitting larger projects into clearly defined pieces with different groups or individuals taking on responsibility for specific parts.
- Using teaching support staff to support the work of individual children or groups of children.
- Allowing opportunities for work to be printed for display, publishing on the schools Learning Platform and on Purple Mash display boards.

Cross Curricular Links

Staff incorporate a range of opportunities for computing skills to be taught and developed across all curriculum areas, as well as to support learning at home (homework and remote learning)

Access to Technology

The school have class-based Chromebooks, networked to a central printer with wireless Internet connection. Each class has its own PC which is connected to the interactive whiteboard. Each teacher also has a staff iPad. Each classroom is equipped with 8 PCs to enable pupils to access educational software like IXL, MathsWatch Purple Mash and more to apply their learning in all subjects. Tutoring sessions (Third Space and Action Tutoring) also have access to class sets of Chromebooks and headsets. Chromebooks are also available for loan, should a child not have access to technology at home. Furthermore, each phase group has a shared set (15) of iPads which can be booked out and used for a range of activities. All classes have a timetabled session in the STEM suite that has 15 PCs. The school also has shared resources such as: headphones, microphones, calculators, scanners, printers and roamers. In addition, the school also owns a range of hardware such as: 15x sets of Lego Spike, 30x Micro:bits and 15x Spheros.

Assessment

Children are continually assessed throughout each unit of work and future teaching input is adapted according to the needs of the class and individual children. At the end of the unit of work, children are assessed against the key skills taught (in most cases using Purple Mash assessments) and these are recorded, detailing those children achieving the expected, above or below expected level of skills. This is completed by each class teacher, using Insight. These are then reviewed and used when planning future lesson on the skills taught either by the current class teacher or subsequent teachers. Examples of children's work should be found on the relevant Google Classroom page, as well as in the Purple Mash folders.

Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. All pupils, regardless of race or gender, shall have the opportunity to develop computing capability. The school will promote equal opportunities for computer usage and fairness of distribution of computing resources. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate. The school will monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. Positive images of computer use by people of both sexes will be promoted. The school recognises the advantages of the use of technology by children with special educational needs.

Using technology can:

- address children's individual needs
- increase access to the curriculum
- enhance language skills
- allow children to learn from home
- allow children to learn at a much smaller adult: child ratio

Health and Safety

The following guidelines are in place to promote high standards in health and safety:

- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers or be taken into the STEM suite.
- Magnets must be kept away from all equipment.
- The recommended guideline for the maximum time a child should work at a computer is 2 hours a day with frequent breaks.

- Computer keyboards are a recognised source of RSI and suitable advice is available from the H&S coordinator.
- All hardware will undergo a safety check annually by a team of technicians.
- Appropriate risks assessments are carried out and reviewed annually for the use of technology equipment e.g. computer suite, projectors, tablets etc.
- All staff carry out necessary risk assessments when using additional technology equipment.

We also recognise it is fundamentally important to ensure children are safe when using technology and have systems in place for achieving this. We are committed to teaching children a systematic approach to Online Safety when using the Internet (see Online-safety Policy-Acceptable Use- for full details.)

Monitoring and Review

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the Computing leader who reports to the Leadership Team. This is achieved through: work sampling, monitoring of planning and lessons, discussion with staff and pupils and looking at information technology and computing displays. The Computing subject 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 subject leader regularly discusses the information and technology situation with the Head Teacher and develops an action plan based on the strengths and weaknesses in the subject and areas for further improvement. This is shared with staff and Governors and forms the basis for improving computing in the school.

Artificial Intelligence

St. Giles recognises the potential benefits of integrating artificial intelligence (AI) into our educational programs and staff workload. We prioritise the privacy and security of student and staff data. Any data collected through AI technologies is handled in accordance with relevant data protection laws, including the General Data Protection Regulation (GDPR) and generally through the third-party software/application being used. AI will be integrated into the curriculum where appropriate, enhancing students' learning experiences. Staff are expected to critically evaluate anything that is AI generated in order to ensure it is ethical, multi-cultural, factually accurate and viable. The school seeks professional development opportunities for our teachers to familiarise them with AI technologies and their applications in education. Teachers will be equipped with the knowledge and skills to effectively integrate AI tools into their teaching practices and workload. Any inappropriate conduct that breaches our acceptable

use policies, code of conduct or safeguarding practices will be enforced using the behaviour policy, staff disciplinary procedures or any other relevant policies. Please see the AI Policy and Online Safety Policy for more details.



[Article 28 \(right to education\)](#)

[Article 29 \(goals of education\)](#)