



COMPUTING POLICY

Key Staff

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How Computing is aligned to the School Vision and Aims

At d'Auvergne, we aim to teach an inspiring and engaging curriculum that enables our children to become 'Fit for the Future'. With the technology and learning environment we provide; we believe our children will have the confidence and ability to develop their skills and understanding when meeting new challenges – especially in computing.

We understand that computing is a key part of our everyday lives and will be a big part of our children's futures and possibly their careers. Therefore, all pupils must gain the confidence and ability they need in this subject to prepare them for the challenge of a rapidly developing and changing technological world. We aim to use computing where appropriate to motivate and inspire pupils but also raise standards across the curriculum. Therefore, we try to ensure all our teachers and staff have the necessary training to deliver an up-to-date and engaging curriculum.

As a school, we cover the four strands of computing: Programming and Coding, E-Safety, Digital Literacy and Creating Media. Summer Term One will be in a sequential style whereby Years 1, 3 and 5 will look at Digital Media and Years 2, 4 and 6 will focus upon Data Handling. This allows revisiting over time and embedding of the learning. Children develop skills and enthusiasm for computer programming through direct coding lessons using the National Centre for Computing, focussing upon Scratch across the school. These lessons are enhanced by our current cooperation with PWC Hive Hackers, who offer a creative dynamic to coding through their wealth of experience for Years 3 and 6.

At d'Auvergne, we aim to embed many key computing skills across the curriculum by providing our children with opportunities to apply and consolidate their capabilities across different subjects and contexts. This cross-curricular approach is made easy and engaging due to the abundance of technology the children at d'Auvergne have access to.

Currently, in Key Stage 1, our children use iPads to access a variety of online learning tools. However, they also have access to PCs to encourage the use of hardware, such as keyboards and mice. In Key Stage 2, each child has their own laptop to engage in online learning tools; enhance their home learning and encourage their confidence



using technology. Our use of ICT across the school enhances and extends children's learning across the whole curriculum.

More specifically, in our MakerSpace, children combine their expert computing knowledge with their constantly developing Design Technology skills. Our children often create intricate, detailed designs on laptops and iPads, and can then make their creations come to life using our 3D laser cutter.

Computing is an exciting and rich part of the curriculum. At d'Auvergne, we want our children to be active online but more importantly, be safely guided through this learning journey, and thereby confident in taking this journey onwards. At the heart of the computing curriculum is a collective responsibility to keep children safe while using online resources. We want to empower d'Auvergne children to make informed, conscious decisions about what they do and access online.

Our Computing Progression documents allow us to monitor and track the progress of the children we teach. The documents aid us in understanding how to challenge but also support every child.

How Computing supports the Rights of the Child

Article 28 and 29 of the Convention on the Rights of the Child (UNICEF) state:

28. Access to education

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

29. Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.'

We endeavour to meet all the rights of our children. However, the rights above specifically link to Computing at d'Auvergne.

Our aims in teaching Computing are:

- Provide an exciting, rich, relevant, and challenging Computing Curriculum.
 - Enthuse and equip children with the capability to use technology.
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throughout their lives.

- Instil critical thinking and reflective learning 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.
- 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.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing Curriculum.

Online Safety:

- 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.
- 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.
- Data policies that stipulate how we keep confidential information secure.

How Computing is organised across the school

The Computing Curriculum is separated into four areas:

- Programming and Coding
- E-Safety
- Digital Literacy
- Creating Media

Key Stages ensure full coverage of the Computing Curriculum is completed by following a cross-curricular approach.



We use both the National Centre for Computing and Project Evolve, both Government approved sites linked to the National Curriculum to support our teachers in delivering fun and engaging lessons which help to raise standards. They provide immense flexibility, as well as strong cross-curricular links.

Curriculum Planning

A structured Long-Term Plan covers the four key aspects of Computing.



d'Auvergne School
Computing Long Term Plan
Sophie Condylyffe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (golden thread)	Summer 2
Year 1	Coding -National Centre for Computing (Scratch Jr)	E-Safety -self image and identity (light module and links with PHSE)	E-Safety -managing online information (February: Online Bullying due to E-Safety week)	E-Safety : Privacy and Security & online reputation	Digital media	Digital Literacy-Computer systems and networks
Year 2	Coding -National Centre for Computing (Scratch Jr)	E-Safety -self image and identity (light module and links with PHSE)	E-Safety -managing online information (February: Online Bullying due to E-Safety week)	E-Safety : Privacy and Security & online reputation	Data Handling	Digital Literacy-Computer systems and networks
Year 3	Coding -National Centre for Computing (Scratch)	E-Safety -self image and identity (light module and links with PHSE) HIVE HACKERS	E-Safety -managing online information (February: Online Bullying due to E-Safety week)	E-Safety : Privacy and Security & online reputation	Digital media	Digital Literacy-Computer systems and networks
Year 4	Coding -National Centre for Computing (Scratch)	E-Safety -self image and identity (light module and links with PHSE)	E-Safety -managing online information (February: Online Bullying due to E-Safety week)	E-Safety : Privacy and Security & online reputation	Data Handling	Digital Literacy-Computer systems and networks
Year 5	Coding -National Centre for Computing (Scratch)	E-Safety -self image and identity (light module and links with PHSE)	E-Safety -managing online information (February: Online Bullying due to E-Safety week)	E-Safety : Privacy and Security & online reputation	Digital media	Digital Literacy-Computer systems and networks
Year 6	Coding -National Centre for Computing (micro:bits)	E-Safety -self image and identity (light module and links with PHSE) HIVE HACKERS	E-Safety -managing online information (February: Online Bullying due to E-Safety week)	E-Safety : Privacy and Security & online reputation	Data Handling	Digital Literacy-Computer systems and networks

Our medium-term plans go into more specific detail about how each strand of Computing will be covered across each year groups topics.

Equal Opportunities:

At d'Auvergne we offer equal opportunities to all children in every aspect of teaching and learning that takes place. We take pride in knowing that all our children are treated equally and fairly, whether this is in their academics or general school life.

Health and Safety:

Health and Safety are considered of the utmost importance at d'Auvergne. In Computing, we offer strong guidance and advice but also make sure that a thorough Risk Assessment is completed for all online resources, websites or apps that we use.



By carrying out these Risk Assessments it ensures all pupils and staff at d'Auvergne are safe and responsible online. We also have a section of our Safeguarding Policy dedicated to Online Safety.

Community Involvement:

We are involved with our community in many different ways, and in Computing we use members of the community to give our children more in-depth opportunities and experiences.

Resources:

- Foundation Stage: Student iPads.
- KS1: Student iPads, BeeBots, PCs.
- KS2: Laptops (one per child), Student iPads.
- On-line resources: National Centre for Computing, Project Evolve, Mathletics, TT Rockstars, Cracking Comprehension, Bug Club, Linguascope, Accelerated Reader, Spelling Shed, Google Classroom / Google Drive.
- Classrooms: PC, Interactive Whiteboard / TV, Teacher iPad.
- Maker Space: Animation Resources, iPads, Laptops, 3D Printer, Laser Cutter, multiple coding and animation computer programs.
- NowPressPlay
- Training: Lunch & Learns, Staff Meetings, Computer Network Meeting (Computing Lead).
- Technician (contacted through the Computing Lead).
- Long-Term Planning, Medium-Term Planning (editable on the system)
- Computing Action Plan
- Computing Progression Documents

All the resources we have in the school are audited and updated throughout the year by the Computing Lead, Technician, or an outside agency (e.g., NowPressPlay).

Assessment, Recording and Reporting:

In Computing, we use year group or class cohort trackers to collect data. This data is entered by the class teacher based upon the National Curriculum objectives for Computing.

Monitoring and Evaluating:



Monitoring and evaluation of the quality of provision provided for all our pupils is a priority in all subjects, undertaken in a planned and timely manner to avoid monitoring 'overload.'

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Computing Lead and Assessment time.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Lead and Assessment time.
- Using recognised standard documents for end of year expectations.
- Using current and up to date progression documents.
- Feedback on whole school areas of development.

The Role of the Computing co-ordinator

The role of the Computing Subject Lead is to ensure all children are accessing the full Jersey Computing Curriculum. The subject lead should monitor and support the planning and teaching of Computing.

The Computing Lead is responsible for the day-to-day operation of the Computing policy and coordination of teaching and learning throughout the school year. The Computing Lead provides professional guidance to colleagues and will work closely with staff to support the teaching and learning of Computing.

The Computing Lead, Headteacher and Senior Leadership Team work together regularly to ensure the Computing Curriculum is being taught to a high standard and all children are making progress. The Computing Lead, Headteacher and Senior Leadership Team will also identify areas for development in Computing and contribute to the school's development plan.



All teaching staff are responsible for monitoring their cohort's progress. All staff will work with the Computing Lead to ensure that adequate progress is being made, and if it is not, work together to put in place appropriate and immediate measures.

Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEN Policies.
- Ratifying the Computing Policy, Safeguarding Policy and Computing Lead's Action Plan.
- Approving budgets.
- Monitoring the performance of the Computing Lead in respect to their specific job role description for Computing.

Computing Lead

- Raising the profile of Computing.
- 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 the standards of Computing across the school.
- Auditing the needs of the staff in terms of training and 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.
- Creating Action Plans for Computing and supporting a long-term vision that feeds into the whole school development plan.
- Creating bids for the annual budgets.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing Curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician



- Conducts routine scheduled maintenance and updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors and issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Lead and Head Teacher with future infrastructure needs and associated projected costs.

Administration Staff

- Maintain the school website content.
- Post approved requests to the school's social media accounts.
- Support the procurement of resources and technical services.
- Support the technician with some data management.

Other policies that should be read with this:

- Safeguarding Policy
 - Teaching and Learning Policy
 - Monitoring and Evaluation Policy
 - Marking and Feedback Policy
 - SEN Policy
 - EAL Policy
 - JP Policy
 - Home Learning Policy
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