Vernon Primary School

<u>Computing Policy</u>

<u>The intent of the Computing curriculum at Vernon Primary School is to provide every pupil with:</u>

- The ability to comprehend, design, create and evaluate algorithms
- Opportunities to select and create a range of media including text, images, sounds and video
- Understanding of what a computer is and how its constituent parts function together
- Activities involved in planning, creating and evaluating computing artefacts
- The opportunity to capture and organise data in a variety of ways
- The opportunity to use hardware and software tools to support computing and cross-curricular work
- The knowledge of how networks can be used to retrieve and share information and the associated risks
- The tools to create software to allow computers to solve problems
- The understanding that there is risk involved in computing and how to protect systems and themselves

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Introduction

This document is based upon the practice within our school. It will be formulated in consultation with all of our teaching staff and provides a current picture of our aims, objectives, planning strategies and teaching methods as well as the ethos underpinning them. At Vernon Primary School we understand the immense value that technology plays, not only in supporting the Computing and whole-school curricula, but overall in the day-to-day life of our school. We believe that effective use of technology, alongside outstanding teachers' practice, can provide enhanced collaborative learning opportunities, excellent engagement of pupils and alternative access to rich content, whilst supporting the needs of all pupils.

Aims and objectives:

- To provide an exciting, rich, relevant and challenging Computing curriculum for all pupils
- To enthuse and equip children with the capability to use technology throughout their lives
- To give children access to a variety of quality hardware, software and unplugged resources
- To ensure that the delivery of the Computing curriculum, along with the wider use of technology, embodies and embraces the creative, innovative philosophy of teaching and learning at Vernon Primary School
- To instil critical thinking and reflective learning, both in Computing and throughout the wider curriculum
- To teach pupils to become responsible, respectful and competent users of data, information and communication technology
- To demonstrate the significance of governance and legislation regarding how information is used, stored, created, retrieved, manipulated and stored
- To equip pupils with the skills, strategies and knowledge required to negotiate an increasingly complex online world, whilst being able to minimise risk to themselves or others
- To allow pupils to gain confidence and enjoyment from their computing activities
- To allow pupils to evaluate the potential of computers and also their limitations
- To encourage pupils to become autonomous, independent users of computing, both as a learning resource and as a discipline in its own right.
- To develop a whole school approach to computing ensuring continuity and progression.

Teaching and Learning:

Our teaching approaches follow the guidance in the National Curriculum for Computing 2014. Staff training and knowledge in teaching is supported by the National Centre for Computing Education funded by the Department of Education (Teach Computing). Computing skills are taught discreetly during Computing sessions but are also encouraged throughout the wider curriculum with children, for example, preparing and presenting information in English, analysing data in Science, conducting research in History or completing homework using Google Classroom. Learning by Questions is also utilised as part of learning across all subjects in Year 6 and for homework. This question-based style of learning supports what the children are learning in school and provides formative assessment and immediate feedback for pupils. We embrace opportunities to promote Computing skills in all areas of the curriculum, as is regularly demonstrated through children sharing their most successful pieces of work as part of termly study books.

Teaching staff at Vernon Primary School have undertaken the relevant Curriculum training and are fully committed to using the National Curriculum for Computing in order to support the planning, implementation and achievement of associated objectives. The staff are also able to use creativity and

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pupil enthusiasm to deliver inspiring activities based around chosen themes and create cross-curricular links where possible.

Each class organises a weekly Computing session, supplemented by cross-curricular learning through technology. The children are grouped in a variety of ways and a range of teaching strategies are used, including: demonstration, modelling, explanation, questioning, discussion and paired work (talking partners).

We teach Computing in our Foundation Stage, relating the 'Understanding the World' aspects to the objectives set out in the Early Years Foundation Stage Framework.

Project Evolve

Our Computing curriculum, taught through the National Centre for Computing Education (NCCE - Teach Computing), is enhanced by our involvement in 'Project Evolve'. This is an innovative online platform to promote and teach online safety, ensuring that our children develop the awareness, skills and knowledge to remain safe online. Six strands are covered by every year group throughout the school (Self-image and Identity; Online Relationships; Online Reputation; Online Bullying; Managing Online Information; and Privacy and Security) and are taught as question starters in every Computing lesson. This also covers 4 Cs of online safety (content, contact, conduct and commerce) which look at the potential risks online relevant to each Key Stage.

Planning:

We carry out curriculum planning in computing in three phases (long-term, medium-term and short-term). Long-term planning maps the Computing topics that the children study in each term during each Key Stage. This shows how teaching units are distributed across the year groups, and how these merge to ensure progression within the curriculum plan.

Medium-term planning gives 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.

Short-term planning is carried out by the class teacher and lists the specific learning objectives designated to each lesson. Medium-term plans can act as short-term plans if they are adapted to show clearly individual lesson learning objectives, links with other curriculum areas, activities, resources, differentiation, and assessment opportunities. Short term planning also incorporates the Project Evolve starter questions for online safety.

The units studied in Computing are planned to build upon prior learning. Whilst we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

To secure high quality Computing planning, teachers:
- familiarise themselves with the specific year group milestones (objectives) within the new curriculum, as well as the year groups above and below which they are teaching
- acquaint themselves with emerging technologies which may be adopted within the classroom, including hardware, software and unplugged resources

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- identify any areas or gaps in current planning which require attention and ensure that there are effective arrangements in place for monitoring the implementation of their plans
- make sure the Computing curriculum promotes both discrete teaching within subjects and extends technology-based learning across subjects
- date all plans to ensure coverage is explicit
- investigate the attainment and interest of the children in their classes
- use available adults effectively inside and outside the classroom

Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. These are set out as statutory requirements. We also draw on the non- statutory requirements to extend our pupils and provide an appropriate level of challenge.

Assessment of this is achieved through:

- Discussion with pupils.

- Observation of pupil.

- Summative assessment- Google Forms and Concept Mapping of key vocabulary

- Monitoring pupil progress through our computing tracking assessment tool.

- Rubric for both teacher and student assessment

- Learning log being trialled in Year 6.

Planning for inclusion:

The National Curriculum sets out a number of key principles essential to planning and teaching:
- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

These principles highlight the importance of settings and schools planning Computing teaching in order to meet the needs of all children. Planning should also ensure that the needs of children within specific groups, such as those with Special Educational Needs (SEND), gifted and talented (G&T) learners, are addressed in full. Planning for inclusion should be an integral part of a wider, coherent approach to effective Computing planning.

Reporting to Parents:

Children's progress is reported to parents in an annual written report at the end of the year; a written feedback sheet during the Spring Parents evening; and verbally throughout the year during parents' evenings and on an informal basis, in line with the school's 'open door' policy of communication.

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Responsibilities:

The Role of Senior leaders
- Monitoring the remote learning delivered by the teaching staff.
- Having an understanding of how the Google Classroom system works and ensuring that staff are confident in their delivery of sessions and class work through this.
- Being available, during working hours, to support staff in their delivery of remote learning and dealing with any issues that may arise.

The Role of the Subject Leader:
- Monitoring the teaching and learning of Computing across the school
- Informing others of CPD opportunities where appropriate
- Support colleagues in their development of detailed plans and in assessment and record keeping
- Assisting with requisition and maintenance of resources required for the teaching of Computing
- Monitor progress and continuity from each year group
- Scrutiny of work, planning and books
- Tracking under-achievers and high-achievers
- Staying aware of current changes and developments in the subject and keeping staff up to date with these were appropriate and offering advice on new resources
- Raising the profile of computing for all stakeholders
- Working as needed with the DSL/Headteacher to ensure online safety provision is substantial and all legislation is in place
- To ensure that all staff are familiar with how to use Google Classroom and to provide technical support where required.
- Monitor the implementation of Google Classrooms for online learning and how it can be further utilised to support growth in this area.
- Link with other schools and bodies to enhance links and to ensure best practice.

The Role of the Class Teacher:
- To develop and update skills, knowledge and understanding of Computing
- To identify CPD needs and attend training sessions
- To keep up-to-date records of assessment.
- To plan and teach effective, inspiring Computing sessions, through medium- and long-term plans.
- To provide valuable, regular feedback to pupils
- To inform parents of their child's progress in Computing
- To ensure teaching assistants are aware of the role they play in Computing sessions
- For online learning teachers are to provide an English, Reading, Maths and Foundation subject activity each day via Google Classroom. In Key Stage One there should also be a phonics activity available.
- Giving feedback for any work that is submitted by a child on Google Classroom or by email. This should be a brief comment addressed to the child.

The Role of the Teaching Assistant:
During whole class work teaching assistants can:
- Provide extra support for all children particularly low achievers and extend more able children
- Prompt children who lack confidence

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- Help children to use specific resources
- Observe the participation of a group of children to feed into assessment

Within the main part of the lesson they can:
- Oversee the work of a small group and maintain focus
- Encourage the participation of children in group work
- Look for and note any common difficulties that children have so that teachers can address them in future lessons.
- Ensure children interpret tasks correctly
- Assess children during independent work or whole class

Parent/Carer Involvement:
- Parents/Carers are invited into school three times a year to share their child's work and discuss their child's progress and are encouraged to speak to class teachers when queries arise
- Parents/Carers are invited to an Open Evening in the summer term
- Parents/Carers are welcomed into school to work within the classroom
- Parents/Carers are encouraged to access the school website for further opportunities to enrich and extend their child's learning beyond the classroom environment
- Parents/Carers are encouraged to familiarise themselves with the online safety materials accessible through the Vernon Primary School website.
- Support their child with accessing their learning via Google Classroom.
- Support their child with learning tasks.
- Ensure their child behaves appropriately during a live session and leaves the session when they are instructed to do so.
- Follow the Remote Learning Guidelines (see Appendix) and encourage their child to follow these guidelines.

Pupils:
Staff can expect pupils learning remotely to (where family working situations allow):
- Attend live sessions.
- Complete at least two of the set activities each day.
- Submit their completed work through Google Classroom.
- Follow the Remote Learning Guidelines (See Appendix)

Google Classroom and Remote Learning (See Appendix)
Google Classroom is being used to support vital online learning at Vernon Primary School.

Guidelines for the use of Google Classrooms can be seen in the Appendix (B)

Vernon Primary School Internet Rules

We will be following the rules below to ensure the privacy and safety of pupils when using the internet and WWW.

- Children will only be referred to by their first names on our web pages.
- Any images of children will not be labelled with full names.
- All children will partake in Safer Internet Day alongside internet safety being taught within the computing and the broader curriculum at Vernon Primary School.

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- All parents/carers of children, on entry to Vernon Primary School, are required to fill in a consent form to allow the use of their child's image on such things as the school website and press releases.
- Children and staff will not reveal their personal details, home addresses or telephone numbers on the web or in dialogue with other internet users.
- Children will not have personal email addresses.
- The teacher will moderate all emails to the class.
- Children will not engage in conversation or dialogue with other users on the internet without permission or supervision from their teacher.
- Any child finding him/herself uncomfortable or upset by anything they see or discover on the internet will report it to a teacher immediately.
- Downloading of files is restricted to staff, or children under supervision.
- Children will have no access to Newsgroups.

Monitoring and Review:
We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

Kelly Watson - Subject Leader for Computing

Policy date – October 2023
Review Date – October 2026
Ratified by Governors – October 2023

Appendix A

Vernon Primary School
Remote Learning Policy

Contents

1. Aims
2. Roles and responsibilities
3. Who to contact
4. Data protection
5. Safeguarding
6. Monitoring arrangements
7. Links with other policies

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between the hours of the school day which currently range from 8:45am to 3:10pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. Where they are unable to set work for their class, their year group partner should take responsibility for this. Should both teachers within a year group become unwell and unable to work, SLT will ensure that the children's work continues to be set.

When providing remote learning, teachers are responsible for:

- Providing an English, Reading, Maths and Foundation subject activity each day via Google Classroom. In Key Stage One there should also be a phonics activity available.
- Work should be set and available from 4pm the day before it is expected to be completed. If a bubble or class closes at short notice (ie during an evening), work is expected to be uploaded by 10am the following working day.
- Delivering at least two live sessions each week.
- At the end of a live session, the teacher must ensure that all children have left the meeting before they close it. There is the facility to force children out of a live session if they will not leave themselves.
- Recording a session on days when there are no live sessions.
- Sessions should be delivered and recorded in a quiet area of the home with as clear a background as possible.
- Giving feedback for any work that is submitted by a child on Google Classroom or by email. This should be a brief comment addressed to the child.

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- Responding to emails from parents/carers within 48 hours of receiving them Monday to Friday. Emails should be replied to within working hours.
- Any safeguarding concerns should be recorded using CPOMs, as they would be within the school setting.
- Any points regarding pupil progress raised by parents/carers, should be discussed by the teacher and can involve a member of SLT if appropriate.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal contracted working hours. These will vary according to their terms of employment.
If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
When assisting with remote learning, teaching assistants are responsible for:
- Carrying out directed tasks from teachers that they would normally work with.
- Planning activities for any children that they work with on a 1:1 basis. This may include planning a practical activity or even a recorded session.
- Where recordings are undertaken, it should be in a quiet area of their home with as clear a background as possible.
- Undertaking further training to support their professional development in school.

2.3 Senior leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
- Monitoring the remote learning delivered by the teaching staff.
- Having an understanding of how the Google Classroom system works and ensuring that staff are confident in their delivery of sessions and class work through this.
- Being available, during working hours, to support staff in their delivery of remote learning and dealing with any issues that may arise.
- In the event of a school closure due to lockdown, senior leaders will speak with their teams at least once a week to ensure that there are no issues and to check on staff welfare.

2.4 Designated safeguarding lead
Please refer to the Safeguarding and Child Protection Policy with regard to the DSL's responsibilities and role. The responsibilities remain the same whether learning from school or remotely.

2.5 Pupils and Parents/Carers
Staff can expect **pupils** learning remotely to (where family working situations allow):
- Attend live sessions.
- Complete at least two of the set activities each day.
- Submit their completed work through Google Classroom.
- Follow the Remote Learning Guidelines *(see Appendix)*

Staff can expect **Parents/Carers** with children learning remotely to (where family working situations allow):
- Support their child with accessing their learning via Google Classroom.
- Support their child with learning tasks.
- Ensure their child behaves appropriately during a live session and leaves the session when they are instructed to do so.

- Follow the Remote Learning Guidelines *(see Appendix)* and encourage their child to follow these guidelines.

Please note that whilst parent feedback related to pupil progress is accepted, communication with parents/carers outlines that critiquing of sessions, either live or recorded, will not be accepted by staff. If you would like to discuss the school's provision of remote learning, please contact the school to arrange a telephone call with a member of SLT.

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENDCO
- Issues with behaviour – talk to the relevant Key Stage Lead
- Issues with IT – contact Computeam
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the SLT
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- All staff have access to CPOMS to record any parent contact or concerns about children; this is accessed via a secure password. Staff must ensure they log out after use and not allow access to the site to any third party.
- Any data held should be on an encrypted USB drive in line with GDPR.
- Pupil contact details are held within the school building.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

Staff will be using their own devices at home for the purposes of home learning. No personal data is to be kept on personal devices. Data relating to school should be stored on an encrypted USB drive and kept in a safe place.

5. Safeguarding

Please refer to the school's Safeguarding and Child Protection Policy.

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6. Monitoring arrangements

This policy will be reviewed termly or before if there is new Government legislation related to remote learning. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

> Behaviour policy
> Safeguarding and Child protection policy
> Data protection policy and privacy notices
> Home-school agreement
> ICT and internet acceptable use policy
> Online safety policy

Appendix B

Remote Learning Guidelines
(Communicated to Parents/Carers)

In using Google Classroom, we have adopted the following guidelines to ensure that these sessions run as smoothly as possible:

- School rules apply to all school-related activities, including those that take place online.
- A parent/carer must be on hand during the sessions (you do not need to be present for the actual session, but it would be appreciated if you are within earshot so that you can help with any technical difficulties or other queries that may arise).
- Children should access the sessions in a communal living area (not in bedrooms).
- Children should be appropriately dressed for the session - uniform is not necessary but children should be fully dressed in an appropriate outfit.
- Children will be asked to mute their microphones unless instructed otherwise. This will ensure that every participant can hear the teacher.
- Children should not under any circumstances capture or use video or imaging of Vernon staff.
- Staff will record sessions for safeguarding purposes, which will be stored in line with GDPR guidelines.
- If a member of staff has any safeguarding concerns, they will report these to the school's Designated Safeguarding Lead/Deputy Designated Lead.
- If you have any safeguarding concerns regarding an incident during a session, you should discuss these with the member of staff. If it not appropriate to do so, please contact Mrs Carvell, Mrs Walmsley or Mrs Kiely.
- At the end of any live session, children must end their session when instructed and the teacher will only exit when all children have left the session.
- Staff will invite questions if and when appropriate so that no interruptions occur during any live session.

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