



**HILLTOP**  
PRIMARY SCHOOL

# Computing Policy

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<b>Author:</b>	Computing Lead	<b>Department:</b>	Education
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## Introduction

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, data loggers and microbits are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Hilltop Primary Academy, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of skills needed to enable them to use technology effectively. The purpose of this policy is to state how the school intends to make this provision.

## Aims

- Meet the requirement of the National Curriculum programmes of study for Computing.
- Provide a relevant, challenging and enjoyable curriculum for Computing for all pupils.
- Use ICT and Computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and Computing throughout their later life.
- To develop the understanding of how to use ICT and Computing safely and responsibly.
- The National Curriculum for Computing aims to ensure that all pupils:
  - Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
  - Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
  - Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

## Objectives

### Early Years

At Hilltop Primary Academy, we believe it is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts. Early Years learning environments should feature Computing scenarios based on experience in the real world, such as role play, using apps on tablets, enabling children to mix marks, explore photos to express meanings and tell their own stories. Computing is not taught in isolation but one that is in the provision to encourage knowledge, exploration and curiosity. Children gain confidence, control and language skills through opportunities



to explore using technology devices and non-computer-based resources. Recording devices can support children to develop their communication skills.

## By the end of Key Stage 1

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## By the end of Key Stage 2

Pupils should be taught to:

- 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 world-wide 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.

# Supporting SEND Children Across the Curriculum

We adapt the curriculum and learning environment for pupils with SEND: Hilltop Primary Academy prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Assess arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/ carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.
7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgit to create communication boards for some pupils.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, and resources and plan different levels of work in the classroom to cater to the various ways children learn.

## Resources

Children have access to a Computing Suite containing 30 computers. In addition, children have access to one laptop trolley containing 15 machines, along with additional tablets and laptops which are sited



permanently in classrooms. Computers in the school are networked and have internet access. Interactive Whiteboards are available for all children to access daily.

There are a range of remote-control cars, beebots, crumbles and microbits to support programming units of learning. There are also 4 data loggers for use in KS2.

School staff have access to a class laptop.

## Online resources for home use

In recent years, there has been a boom in the education opportunities that are available online. We have bought into the following to give pupils safe access to online education opportunities outside of school. These are:

- Times Tables Rock Stars
- MyOn - online reading
- Accelerated Reading
- Twinkl Phonics

Pupils have passwords that can be used to access these sites. They are shown how to use them and how to keep passwords safe from others.

## Computing Technical Support

The school is supported by the Skills for Life Trust IT department. This support takes a variety of forms including:

- Dealing with technical queries relating to software and hardware
- Carrying out rudimentary and routine maintenance and repairs of hardware
- Purchasing and updating equipment
- Supporting staff in the use of ICT within the curriculum and their roles.

## Planning

Learning units are planned in line with the National Curriculum and supported through the use of the Teach Computing scheme of work. Medium term plans are designed to enable pupils to achieve stated objectives, allowing for clear progression as they move up the school.





## Assessment

Key objectives to be assessed are taken from the National Curriculum and follow the Teach Computing scheme of objectives. Teachers assess capability through observations, discussions with pupils and looking at completed outcomes and formative assessment is logged in Arbor termly. Regular assessment is an integral part of teaching and learning and central to good practice. It should be process orientated – reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and Computing.

Outcomes from each completed unit of work are self-assessed by the pupils, in line with the school's marking and feedback policy.

## Monitoring and Reviewing

The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing Subject Lead. They are also responsible for supporting colleagues in the teaching of Computing, keeping informed about current developments in the subject, and for providing a strategic lead and direction. The Computing Subject Lead informs the Headteacher of the strengths and areas for development within the subject.

## Inclusive Teaching

At Hilltop Primary Academy, we teach Computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. Learning opportunities are provided that match to the specific needs of the children. In some instances, the use of ICT has a considerable impact on the quality of work; it increases their confidence and motivations and allows access to parts of the curriculum which might have been restrictive. Teachers take into account any specific targets which are evident on the class Profile of Needs. Teachers also identify children who are gifted and talented in the area of Computing and ensure that these children are suitably challenged with specific Computing lessons and the use of ICT in other curriculum areas.

## Roles and Responsibilities

### The Subject Leader

- is responsible for providing professional leadership and management of Computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved outcomes. This will include observations of lessons, pupil voice and scrutiny of



work produced. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

## Class Teachers

- will ensure that their class is taught all elements of the Computing curriculum as set out in the National Curriculum and Teach Computing scheme of work. It is the responsibility of all staff to make themselves aware of current legislation and guidance relating to the safe use of ICT and Computing, including Copyright, data protection and online safety.

## Governors

- are interested in the development of Computing to promote high quality teaching and learning in the school. Governors oversee the curriculum provision and liaise with the Subject Leader and report back to the Governing Body with their findings.

## CPD

- All staff, including managerial and administrative staff, receive support from the Subject Leader and the Trust IT department and, where necessary, external training in hardware or software required to fulfil their roles.

## Security

The Trust IT department will be responsible for regularly updating anti-virus software and reviewing internet logs. The use of Computing equipment will be in line with the school's Acceptable Use Policy and staff sign a copy of this. Children and parents sign a Responsible Internet Access and ICT Use for Pupils form when they enter the school in EYFS or as part of the casual admission process. Parents and pupils are aware of the consequences of misuse.

## Filtering and Monitoring

In an effort to further support and safeguard our staff and pupils with online activity, we have utilised an effective filtering and monitoring regime with the support of the Impero monitoring system. Key words and searches trigger a notification, which allow staff to investigate any possible risks to children, such as sexual content, radicalisation and other content which is not age-appropriate for our students.

The Department for Education's statutory guidance 'Keeping Children Safe in Education' obliges schools and colleges in England to *"ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or college's IT system."* We are however, mindful that we do not 'over block' or have unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.





## Health and Safety

(also see Health and Safety Policy) is an important part of ensuring the safe use of technology by all users. An electrical inspection is carried out every five years by Quantec. Portable electrical testing (PAT) is carried out annually. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should be reported to the Trust IT department.

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind equipment.
- Liquids must not be taken near the computers or technology devices.
- Online safety guidelines are set out in the e-safety policy and AUP.

## Parental Involvement

Parents are encouraged to support the implementation of computing skills at home. They are also encouraged to promote safe online use when devices are being used at home. Parents are encouraged to have open communication with the school in reporting issues online.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



# Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					