



Computing Policy

St John Vianney:

Our vision and curriculum at St John Vianney strives to create a school community where children and adults reach their full potential and shine.

Our curriculum is broad, creative and carefully planned so that progress can be made by all groups of children across the whole curriculum. Our children will know and remember more leading to greater comprehension and understanding of increasingly complex concepts.

We are committed to encouraging and developing creativity as well as academic mastery seeing both as essential for our children.

We will equip our children with skills for academic and social skills and intelligence ensuring they are ready for the next stage of the learning and life.

St John Vianney: Computing Rational

At St John Vianney, pupils will be taught Digital Literacy, Information Technology and Computer Science to enable them to become responsible, competent, confident and creative users of technology in the now global digital world. We use specialist IT support to ensure the delivery of Computer Science is current and use up to date and engaging hardware and software.

As of September 2014, ICT was replaced by a new subject - Computing. The national curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- 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.

(Department for Education, 2013)

In St. John Vianney, we teach a scheme of work devised by the Kapow Scheme of learning. The scheme ensures that all of the expectations of the new Computing Curriculum for an academic year are met and includes:

- Six-week lesson outlines for Early Years to Year 6.
- Teacher Guides and video tutorials to support teachers who may not be familiar with the apps/software recommended.
- Details of all the resources you will need to deliver the projects
- It has been linked against the national computing curriculum objectives.
- Cross curricular links for each plan is included.
- An assessment booklet which follows the pupil through their time in school to monitor progress.

Planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged. These include:

- Groupings: children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different paces of work.
- Different groupings of children - groupings may be based on ability, either same ability or mixed ability.
- Different levels of input and support.
- A variety of expected outcomes. The subject leader and leadership team will review teachers' plans across the curriculum, to ensure a range of teaching styles and computing opportunities are employed to cater for all needs and promote development in this subject.

E-Safety

St John Vianney adopts the definition of safeguarding used in the Children Act 2004 and in the department for education and skills guidance document Working together to safeguard children, which focuses on safeguarding and promoting children's welfare. These can be summarised as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Our procedures, systems, and ethos lead to outcomes whereby pupils feel safe. Staff and others who work intensively with pupils in the school, know how to recognise signs of abuse, and what steps to take if they have concerns that a child has suffered or is at risk of suffering significant harm. We take timely and appropriate action in incidences where a child has suffered or is at risk of suffering significant harm. We assess risks and take sensible, well thought through steps to mitigate them. We consider types, rates and patterns of bullying and take steps to prevent and tackle all forms of bullying and harassment. Pupils are developing an awareness of different forms of bullying including cyberbullying and prejudice based bullying, and actively try to prevent it

from occurring. Procedures and training have been put in place to develop the pupil's understanding of how to keep themselves and others safe in different situations, including in relation to e-safety. We therefore have a whole half term dedicated to purely teaching e-safety.

At St John Vianney, E-safety is categorised as the ability to protect and educate pupils and staff in their use of technology and to have appropriate mechanisms to intervene and support any incident where appropriate. E-safety can be categorised into three areas of risk (Ofsted 'Inspecting E-safety in schools'). Our procedures in these areas are outlined below: Content: (Being exposed to illegal, inappropriate or harmful material) Staff rigorously plan, test and assess the appropriateness of activities including web-based work.

Safeguarding procedures are put in place to reduce risk of exposure. Children are reminded at appropriate intervals of safe internet procedures and responsible behaviour if exposure to inappropriate material should occur. SMT and the Pastoral Lead are informed of any incidents. Contact (being subject to harmful online interaction with other users) Within the program of study (see PLC planning) children are trained in responsible online interaction. Units using Edmodo, secure email, Skype and other mediums prepare pupils for appropriate use of social networking, warning the potentially harmful elements of these programs. We plan to provide training in e-safety for staff and pupils in the coming year. Conduct: (Personal online behaviour) With close links to work on 'Contact' (see above), children and staff will be trained in the appropriate use of online media. Sanctions, guidelines and procedures will be followed by the SMT in areas where misconduct occurs.

Reporting routines are clearly understood by all staff. All concerns are to be reported by staff to SMT or Safeguarding Officers (currently Mrs Friar, Mrs Percy, Mrs Crosby, Mrs Clisby).

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Management Information Systems (MIS) ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with LEA requirements for the management of information in schools. Only SLT staff have access to 'H Drive' section of the server which is accessed using a password. Only trained & designated members of staff have authority and access rights to input or alter the data. Teacher laptops and I-Pads are encrypted and coded for specific sensitive data. The school has defined roles & responsibilities to ensure data is well

maintained, secure and that appropriate access is properly managed with appropriate training provided. St Helens IT Portal maintain all school digital equipment and ensure safety procedures are met.

Assessment

Computing is assessed both formatively and summatively using teacher assessment and O-Track. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes from the Kapow scheme informally by the class teacher and are used to inform future planning. Self-assessment is available via Kapow for KS 1 and 2 pupils; this can be used as a class assessment which is then used to check on coverage and passed onto the next class teacher to help with progression and expectations of ability.

Health & Safety

We will operate technological equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computer Room Rules are also on display within the Computing room for reference.

Home-school links

We are currently using Seesaw and Teams in order for children to access digital homework out of school. So far this has had a positive impact and was used during the lockdown periods for remote learning. Teachers are sensitive to the fact that children may not have access to computers and therefore the children who are isolating or are remote learning and need ICT support, are offered a DFE laptop and intent support from the ICT and Pastoral team, ensuring no child misses an education. Any work brought into school must be scanned for viruses. A school parent app has been given to parents and is linked to parents' phones. More parents are now using this to contact staff, arrange meetings etc. We have a school website, Facebook page and Twitter page which are being used to promote the school's achievements as well as providing information and communication between the school, parents and the local community. Texts are sent to parents to inform them of current events and to remind them of deadlines and requests.

Equal Opportunities

St John Vianney embraces a culture of equal opportunities to ensure every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment, social class or lifestyle. The school achieves this through a system of recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school. Furthermore, the school regularly monitors progress and achievement (see assessment section). We understand that a child's self-perception can be influenced by his or her environment, and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any form of bias or discrimination and by promoting equality of opportunity.

Strategies are employed to ensure that the cross-curricular dimension of equal opportunities permeates all of the life and work of the school. The school recognises that direct and indirect discrimination may occur and therefore understands the need for a positive and effective Equal Opportunities Policy. It is our policy to ensure this by:

- Ensuring all children follow a differentiated adaptation of the Kapow
- Evidencing children's Computing work.
- To provide equal access and fairness of distribution of Computing opportunities, including: I-Pad use and Computer Clubs (after school and during lunch times).
- Providing curriculum materials and software which are in no way class, gender or racially prejudice or biased.
- Monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for Computing and how they can support their children.

Engagement

- Engage with the wider world-ask questions and being curious
- Are active learners invested in their own progress and development
- Develop computational thinking and problem solving through engaging coding applications

Respect

- Respect for all, regardless of race, colour, culture or choices
- Show respect to all when using online communications, including social media and instant messaging- This is taught during our e-safety module.

Dignity

- Have and feel a sense of belonging and self-worth
- Have positive attitudes towards themselves and others, valuing and contributing to a diverse society
- Are self-aware and can self-regulate for positive emotional wellbeing and mental health when using technology

