Clee Hill Community Academy Computing Policy

Written January 2020

To be reviewed January 2023

Our Vision

Teaching at Clee Hill Community Academy is 'Learning Centred', meaning that each element of whole school and classroom practise is designed with an understanding of how children learn best at its heart. Through effective teaching and integration of computing technologies within Clee Hill Community Academy, we are aiming to provide all children with quality first hand experiences which will enhance their learning and prepare them for life in a world where they will encounter technology every day.

Aims of the computing curriculum

The aim of the Computing Curriculum is to develop both skills and knowledge. Children are to be taught computer science and learn about programming, data, algorithms and networks. This enables children to develop an understanding of the principles of computer science. They develop computational thinking. There is also a focus on problem solving: using logic and ideas about systems, patterns (and pattern languages), abstraction and decomposition.

This policy is based on the new Computing programmes of study: key stages 1 and 2 National curriculum. The new curriculum puts a clearer emphasis on three areas of learning: Computer Science, Information Technology and Digital Literacy. Our scheme of work, Purple Mash, includes 8 theme keys which are taught throughout the EYFS, KS1 and KS2 (see below). Detailed coverage for each class can be found on the school website, in the curriculum section.

Theme Key:							
Coding and Computational thinking	Spreadsheets	Internet and Email	Art and Design	Music	Databases and graphing	Writing and Presenting	Communication and networks

Digital leaders

Digital Leaders are responsible for:

- Supporting staff and student with the use of technology
- Leading computing improvements around the school
- Running assemblies
- Promoting e safety
- Reporting to school governors
- Acting as e-ambassadors

Digital leaders are appointed annually through an application and interview process. They represent all year groups across the school and contribute towards computing changes at Clee Hill Community Academy.

Digital Leader Code of Practice

• I will keep my Login details and Passwords secret. I will only share them with a teacher if I am asked to.

• I will only delete my files, and none of those belonging to anyone else.

• I will only access areas to which I am allowed when working as a Digital Leader.

• I will use all technology correctly and sensibly, and only when I am permitted to do so.

• I will remain polite and sensible in all my duties, both online and offline.

• I will only send emails or eMessages with the permission of the teacher. I will never give out any personal information including my home address, phone number or email address or that of anyone else, without the permission of the teacher.

• If I see anything, open anything or read a message that I am worried about I will inform a teacher immediately.

• I will never arrange to meet someone I have only ever met on the Internet, unless I take a parent, carer, teacher or another trusted adult with me.

• I understand that the school may monitor my computer activity, and the websites I visit.

• I understand that if I break any of these rules, my privilege of being a Digital Leader may be withdrawn.

• I will always follow these rules. If I am unsure about anything, I will ask a teacher or other responsible adult before I continue.

E Safety

Discussions and exploration of E-safety issues is planned into computing and PHSE sessions and is also a focus in assemblies. The school is currently uses the 360 degrees safe (online safety) audit tool, which continually assesses current practice and provides an action plan to make improvements to E-safety. This forms key elements of our action plan for the E Safety Group and actions for the Digital leaders.

Whole school assemblies, which teach elements of E-Safety, are used as additional opportunities to teach the importance of staying safe online. E-Safety is taught to every class, every year in Computing lessons.

All members of the school community agree to an Acceptable Use Policy that is appropriate to their age and role. A copy of the pupil Acceptable Use Policies is displayed in school to remind pupils of their agreement and for staff to refer to during computing sessions. The Acceptable Use Policy statements are reviewed annually by staff and pupils.

Acceptable Use Policy Statements

I want to feel safe all the time.

I agree that I will:

- always keep my passwords a secret
- only open pages which my teacher has said are OK
- only work with people I know in real life
- tell my teacher if anything makes me feel scared or uncomfortable on the internet
- make sure all messages I send are polite
- show my teacher if I get a nasty message
- not reply to any nasty message or anything which makes me feel uncomfortable
- not give my mobile phone number to anyone who is not a friend in real life
- only email people I know or if my teacher agrees
- only use my school email
- talk to my teacher before using anything on the internet
- not tell people about myself online (I will not tell them my name, anything about my home and family and pets)
- not upload photographs of myself without asking a teacher
- never agree to meet a stranger

Cross curricular opportunities/ reading in the curriculum

At Clee Hill Community Academy, we are developing our teaching of computing and are working towards ensuring that pupils have the opportunity to use ICT within the class across a range of subjects. Purple Mash has a 'Creative Context' section which links the computing skills with other national curriculum subjects. Serial Mash, which is part of the purple Mash scheme, is also a growing library of more than 50 books, many featuring popular curriculum topics. It comes with free home access, making it a brilliant way to make more books available to children at home. Computing lessons at Clee Hill Community Academy include regular reading opportunities such as: reading instructions from the screen, reading and writing algorithms 2Code, reading and writing emails to each other in 2Mail etc.

Terminology

Computing has a subject specific vocabulary just like other areas of the curriculum. Some of these words will be totally new perhaps, like 'debug' and others might not be new, but have different meanings in the context of computing.

Lessons should build on pupils' existing learning and rehearse familiar concepts with the pupils before they move on to something new. Familiarity and reinforcement are an important part of using technology enabling pupils to ensure that they are using the correct and most efficient procedures.

Long Term Planning

The LTP below shows coverage in each class, however in 2019-2020 this planning will be trialled and adaptations are likely to take place to improve creative curriculum links.

	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
1	Ourselves Unit 1.1 Online safety Unit 1.2 Grouping and sorting	Animals 1.3 Pictograms	The seaside 1.4 Animated stories	Farms and food 1.1 Online safety 1.7 Coding	Homes 1.5 Lego builders 1.6 Maze explorers	Toys 1.8 Spreadsheets 1.9 Technology

2	Katie Morag 2.1 Coding 2.2 Online Safety 2.3 Spreadsheets	Famous people 2.4 Questioning 2.5 Effective searching 2.6 Creating pictures	The great fire of London 2.7 Making music 2.8 Presenting ideas	Food and farming 1.1 Online safety 1.2 Grouping and sorting 1.3 Pictograms	Houses and Homes 1.4 Lego builders 1.5 Maze explorers 1.6 Animated stories	Transport/ Holidays 1.7 Coding 1.8 Spreadsheets 1.9 Technology
3	Local history & wildlife 2.1 Coding 2.2 Online Safety 2.3 Spreadsheets	Egyptians 2.4 Questioning 2.5 Effective searching 2.6 Creating pictures	Contrasting locations 2.7 Making music 2.8 Presenting ideas	Stone Age 3.1 Coding 3.2 Online Safety 3.3 Spreadsheets	Rivers 3.4 Typing 3.5 Email 3.6 Branching	Romans 3.7 Simulations 3.8 Graphing
4	WW2 4.1 coding 4.2 online safety 4.3 spreadsheets	France 4.4 writing for purpose 4.5 logo 4.6 animation	Mayans 4.7 effective searching 4.8 hardware	Anglo-Saxons/ WW1 5.1 coding 5.2 online safety 5.3 spreadsheets	World Explorers 5.4 databases 5.5 game creator	Sustainability 5.6 modelling 5.7 concept maps
5	Greeks 6.1 coding 6.2 online safety 6.3 Spreadsheets	Victorians 6.4 blogging 6.5 text adventures 6.6 networks	Contrasting locality 6.7 quizzing 6.8 binary	Vikings 5.1 coding 5.2 online safety 5.3 spreadsheets	Rainforests 5.4 databases 5.5 game creator	Natural Disasters 5.6 modelling 5.7 concept maps

Inclusion

Computing lessons can be modified, where necessary, to meet the specific needs of individuals and groups of children. This should provide all pupils with relevant and appropriately challenging work. The three principles that are essential to developing a more inclusive lessons include:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Subject Monitoring and Review

The Computing subject leader are responsible for monitoring the standards of the children's work and the quality of the teaching in Computing. They are also responsible for supporting colleagues in the teaching of computing, working with IT consultants, running digital leaders, keeping staff being informed about current developments in the subject, and for providing direction for the subject in the school. At Clee Hill Community Academy, the Computing lead is Mrs Ceri Little. This policy will be reviewed at least every three years.