



POLICY for COMPUTING and ICT

Intent

At Lostock Hall Community Primary School, our Computing curriculum is designed to equip students with the skills and knowledge necessary to navigate, understand, and contribute to a rapidly evolving digital world. Our goal is to develop computational thinking skills such as problem-solving, logic, and abstraction, while fostering creativity through the production of digital content. We aim to ensure that all students, regardless of ability, become digitally literate and responsible online citizens, preparing them for future education and employment in a technology-driven society. The curriculum is built around the National Centre for Computing Education (NCCE) Teach Computing scheme of work, ensuring a comprehensive and progressive learning journey from EYFS to Upper Key Stage 2.

Implementation

We implement our Computing curriculum through a blend of direct teaching, hands-on activities, and collaborative projects that encourage practical application of digital skills. The NCCE Teach Computing scheme of work guides the progression of computing concepts across year groups, with a focus on computer science, information technology, and digital literacy. Teachers use adaptive resources and strategies to meet the diverse needs of learners within mixed-age classes, ensuring inclusivity and accessibility. Opportunities for cross-curricular integration allow students to apply computing skills in other subjects. Assessments are ongoing and varied, using quizzes, project evaluations, and teacher observations to monitor progress and provide timely feedback.

Impact

The impact of our Computing curriculum is reflected in students' growing confidence and competence in using technology to solve problems, create digital content, and engage with the online world responsibly. By the end of each key stage, students demonstrate a clear progression in computational thinking, coding, digital literacy, and online safety. Through regular assessments, we track individual progress, ensuring that students meet the expected outcomes outlined in the NCCE framework. Our aim is for students to leave Lostock Hall CPS as digitally literate individuals, prepared to contribute to a digital society with a strong foundation in both practical skills and responsible online behaviour.

Audience

This policy relates to pupils in Foundation Stage, Key Stages 1 and Key Stage 2. It is based around the new computing curriculum but also combines Lostock Hall Community Primary School's key skills.

This document is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and LEA Advisers.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and support staff and the School Governors. Such distribution ensures the accessibility of the document to visiting teachers, for example Outreach/Support Staff and to parents. Extra copies are available from the Headteacher.

What is Computing?

Computing is the study and use of systems that handle information electronically. Computers are the most obvious of these but also include telephones, programmable robots, digital recorders/devices, calculators, video cameras and mobile devices such as tablets.

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Aims and objectives

Overall, we desire children to partake in safe and sensible computing.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. Computing is changing the lives of everyone. Through teaching computing we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. They will be taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants.

Assessment

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes outlined in the relevant programme of study. Please see assessment section below for further details.

Glossary of Terms

Abstraction

Only focussing on the details relevant to the task, in computing this may be by using a database to handle data. In doing this the data can be looked at in specific groups. An example is using Target Tracker to show the progress of pupils on Pupil Premium.

Logic

The non-arithmetic operations performed by a computer, such as sorting, comparing, and matching, that involve yes-no decisions. This might be completed using programs such as Excel or Flowol.

Algorithms

The step-by-step procedure for a machine to complete a task, for example the instructions given to a pro-bot to guide it round a track, or the instructions put into a bee-bot to guide it through a maze.

Data Representation

The way in which information is presented. In its simplest form this could be representing a data set as a graph. However it is also using the appropriate software for the task. Not everything has to be done in Word or PowerPoint.

Aims

Key Stage 1

By the end of Key Stage 1 children should be able to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
 - Think of a cup tea, what steps need to be taken to make it? What decisions have to be made? Do you want milk? Do you want sugar?
 - Program a Bee-Bot through a maze, right down the instructions first, plan the instructions.
 - Program a Pro-Bot to travel to a specific point. What instructions do you need to include in order for it to get there? Links to maths, measuring, angles, turns.
- Create and debug simple programs
 - Why does my cup of tea not taste right? Is it too sweet, too milky?
 - Bee-Bot and Pro-Bot, where has it gone wrong, where does it need to change?
 - Flowol 4. Why are the lights not working?
- Use logical reasoning to predict the behaviour of simple programs
 - If I put in two spoons of sugar will I like my cup of tea?

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- If I put in these instructions where will the Bee-Bot/Pro-Bot end up?
- Scratch. Where will the cat end up?
- Logic. Moving the turtle?
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
 - Create a folder and save work
- Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
 - Ceop
 - Hector the Protector
- Recognise common uses of information technology beyond school
 - Learning Platform
 - Create a poster on publisher for all the technology they use at home

Key Stage 2

By the end of Key Stage 2 children should be able to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
 - What steps are required to make a cup of tea?
 - Probots, around the rally track or to check points around the fairground.
 - Controlling a digitally proportional radio controlled vehicle accurately.
 - Trip to a centre that uses controls
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output
 - Probots, repetition to draw shapes
 - Flowol, using mimics such as the greenhouse – when the temperature reaches a set point the water needs to come on, when the light drops below a set reading the lights need to come on.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
 - Draw out the algorithms (processes) for making a cup of tea, the tea is too sweet because the decision to add sugar wasn't given a chance to follow on so it kept on adding.
- Understand computer networks including the internet; how they provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
 - Using the learning platform to chat to peers and to communicate on joint projects together.
 - Skype on the tablets, video links between the classes on a shared learning day.
 - Use the learning platform to save work to, retrieving it and editing it in a variety of locations e.g. home and school.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 - Using advanced searches
 - Google is not the internet it is simply a search engine and there are others (Bing has a simple list of short cuts for advanced searches)
- Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
 - CEOP training
 - Hector the Protector

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- Hector's World
- Project Evolve
- Lancashire WWW safety videos.
- 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
 - Minibeast search – photograph the minibeast, upload to a computer. Another child views the uploaded images and creates a spreadsheet of what has been found. This has been analysed
 - Tablets to find facts
 - Internet to retrieve images
 - Cameras to create a digital image

Computer Science (CS), Information Technology (IT), Digital Literacy (DL) overview

	KS1	KS2
CS	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	Design, write and debug 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 Use logical reasoning to explain how some simple algorithms work 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 Appreciate how [search] results are selected and ranked
IT	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
DL	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	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Teaching and learning style

As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by being directed towards a particular website, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of Computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

We recognise that all classes have children with widely differing abilities in information technology. This is especially true when some children have access to IT equipment at home,

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while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Computing curriculum planning

The school uses the National curriculum scheme of work for Computing as the basis for its curriculum planning as well as our own key skills set. (see separate key skills).

We follow the school's planning format which includes a break down of the objectives into their specific Substantive and Disciplinary knowledge.

Our medium-term plans have been created by the subject leader with consultation with the Teach Computing plans, they give 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.

These medium-term plans are well detailed and also act as short term plans, which are evaluated by the class teacher weekly. The computing subject leader is responsible for keeping and reviewing these plans.

The topics studied in Computing are planned to build upon prior learning-this is embedded in the Teach Computing scheme.

While the scheme offers opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build additional planned progression into the scheme of work where appropriate, so that the children are increasingly challenged as they move up through the school.

Foundation Stage

We teach Computing in nursery and reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. We also have our school's own bespoke key skills which combine the ELG.

The children have the opportunity to use the computers and any other hardware deemed appropriate. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

The contribution of Computing to teaching in other curriculum areas

Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while specific use of the Internet proves very useful for research in humanities subjects. Information technology enables children to present their information and conclusions in the most appropriate way.

English

Information technology is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet. They learn how to improve the presentation of their work by using presentational or publishing software.

Mathematics

Many Information technology activities build upon the mathematical skills of the children. Children use information technology in mathematics to collect data, make predictions, analyse results, and present

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information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

Personal, social and health education (PSHE) and citizenship

Information technology makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of technology, and they also gain a knowledge and understanding of the interdependence of people around the world. Project Evolve is used to make children aware of the pitfalls of online activity and gives them the tools to deal with any problems or who to ask for help.

Teaching computing to children with special educational needs

At our school we teach Computing to all children. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children.

Through our Computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through Targeted Learning Plans (TLPs) will lead to a set of actions for children with special educational needs. The TLP may include, as appropriate, specific targets relating to COMPUTING. In some instances the use of information technology has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

We enable pupils to have access to the full range of activities involved in learning Computing.

Where children are to participate in activities outside the classroom, for example, a visit to an IT exhibition, we would carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Knowledge, Skills and Understanding

Breadth of Study

During each Key Stage, pupils should be taught the knowledge, skills and understanding through:

- working with a range of information, including factual data from the Internet, to consider its characteristics and purposes
- exploring with others a wide range of information sources, for example Internet and COMPUTING tools
- comparing and investigating the use of COMPUTING inside and outside the school.

Curriculum and School Organisation

Curriculum and Scheme of Work

At our school, we follow the **Teach Computing scheme of work** for Key Stage 1 and Key Stage 2. This scheme provides a structured and progressive curriculum, ensuring that pupils develop the knowledge, understanding, and skills necessary to become confident and competent users of technology. Examples of units included in the scheme are:

- **Year 1:** Introduction to Computers, Creating and Debugging Simple Programs
- **Year 2:** Digital Photography, Data and Information, Online Safety
- **Year 3:** Sequencing Sounds, Branching Databases, Programming Animations
- **Year 4:** Data Logging, Simulations, Programming Games

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- **Year 5:** Networks and Communication, Spreadsheets, Creating Digital Content
- **Year 6:** Variables in Games, Selection in Programming, Data and Information
-

At **Foundation Stage**, we follow **our own bespoke computing objectives**, designed to be developmentally appropriate and tailored to the needs and interests of our children. These focus on introducing children to basic technology, exploring digital tools safely, and supporting early computational thinking through play-based activities.

COMPUTING is taught as a discrete subject, when the unit covering the strands of the Attainment Target are taught in the classroom/COMPUTING Suite.

COMPUTING is taught in a cross-curricular way, to support and enhance:

- whole-school topic plans
- individual subjects - especially those of English, Maths, Science and the Foundation subjects - where COMPUTING is specified in the Programmes of Study.

Within the Teach Computing Scheme of Work, learning activities for Computing are taught via the process of:

- Revisiting learning
- discussion of learning objective
- sharing of vocabulary.
- paired discussion work.
- following the teach computing guidance via the in-built presentations.
- providing children with real experience in the practical application of computing skills.

Progression and Continuity

Within the Teach Computing curriculum scheme -key skills, learning activities are set to ensure continuity and progression. Progress in Computing can be characterised by:

- an increase in knowledge
- moving from familiar to unfamiliar
- meeting needs that demand more complex or difficult situations.
- an increase in a child's own understanding of their learning.

Time Allocation

The computers iPads and programmable machines or toys are used throughout each day in association with other curriculum areas and topics.

The children visit the Computing suite according to the timetable allowing an equitable amount of time for each class.

In a school year, each child will have access to hardware and software to allow them to:

- develop ICT and computing skills in each of the Teach Computing strands
- enhance other curriculum areas.

Class Organisation and Teaching Style

At Lostock Hall Community Primary School, the teaching of computing takes place in the Computing Suite and in the classroom study areas. Because the unique nature of computing requires special resources, most direct teaching of computing is to pairs or small groups of children. 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:

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- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected.
- Use of additional equipment where necessary.

Roles and Responsibilities

Senior Management

The overall responsibility for the use of computing rests with the senior management of a school. The Head and Computing coordinator in consultation with staff:

- determines the ways computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that computing is used in a way to achieve the aims and objectives of the school;
- ensures that there is an ICT/Computing policy, and identifies an Computing subject leader.
- ensures the support of the computing coordinator so they can effectively carry out their role.
- Receive e-mails to monitor safe online searching within school.

Subject Leader's Role

The computing subject leader is Nigel Benson. He has overall responsibility for the management of computing and COMPUTING throughout the school and for purchasing hardware and software.

He will also be responsible for

- raising standards in computing as a national curriculum subject
- making sure the plans for computing are inclusive and have opportunities for challenge.
- facilitating the use of computing across the curriculum in collaboration with all subject coordinators
- development of the school website.
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the computing curriculum and reporting to the headteacher on the current status of the subject

The Subject leader, in conjunction with the Head Teacher/Deputy Head Teacher is responsible for implementing the school's development plans linked to computing.

Computing Technician's Role

We employ an ICT technician responsible for maintenance, repair and professional advice. The Computing technician is allocated to us for half a day a week through Abtec.

The technician will be responsible for:

- supporting the computing coordinator with hardware issues.
- checking and keeping up to date with computer related problems written down in the "issues" book.
- liaising with the computing coordinator and staff on general maintenance issues.
- installing new software onto the server and computers.
- sourcing parts required for hardware issues

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- installing and updating of the school virus software provided by LEA.
- backing up data from the schools server.
- keeping a database of school hardware up to date.
- overseeing with the computing coordinator the disposal of decommissioned hardware.
- updating the school's website.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate computing activities and assist the subject leader in the monitoring and recording of pupil progress in computing. To assist the initial year of implementing the Teach Computing curriculum, the subject leader will plan all lessons across school.

Monitoring

Monitoring computing will enable the computing coordinator to gain an overview of computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of computing teaching and learning the computing coordinator will:

- Scrutinise plans to ensure full coverage of the computing curriculum requirements
- Analyse children's work through physical evidence and also photographic evidence on See-Saw.
- Observe teaching and learning in the classroom
- Team teach
- Hold discussions with teachers
- Analyse assessment data

There is an annual review of this policy by the Computing Subject leader.

A major review involving all staff will take place every three years

Learning Out of School Hours/Lunchtimes

A computer club operates within school at various times within the school year.

We believe this access to Computing out of school hours:

Increases the time our children spend learning

Increases access to Computing especially for those children without a computer at home

Enables some children to develop and extend personal hobbies and interests

Develops COMPUTING capability; potentially raising self-esteem, motivation and standards of achievement.

Home School Links

Children are given the option to complete some homework tasks, when appropriate, using Computing out of school. Teachers are sensitive to the fact that children may not have access to Computing or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses. This will be done by either the Computing technician or Computing Subject Leader.

A school email address has been given to parents and is listed on newsletters. We have a developed website to promote the school's achievements as well as providing information and communication between the school, parents and the local community. Each year group has their own blogs to showcase work and activities.

Resources and Accommodation

It is our intention to have high-specification computers in each classroom and the Computing Suite. All computers are networked through the server, to enable access to the shared software on the server and to the Internet. A secure wireless network system is also in-place to enable tablet and other wireless device usage.

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At Lostock Hall Community Primary School, our policy is to purchase hardware that is fully compatible with modern requirements. We wish to standardise software throughout the school to aid continuity and progression; however, selected programs are available for the, different age groups and levels of ability.

To ensure security of the system within the school, all existing and new computers are recorded by the school business manager on a computer database with the make, date of purchase, serial numbers and location recorded. Site licences for the software purchased are noted. If computers are disposed of, a record of their destination is kept in the *School Disposal Book*.

All teachers have their own individual password protected login accounts for the school intranet. They also have access to the Cloud outside of school hours and “Google Drive” and “Google Mail”. Enabling them to save information to the “Cloud” and access it at home. All information saved will be linked to school but will not include photographs of pupils for safeguarding reasons.

All electrical Computing equipment is PAT tested annually.

The security of the administration system is recorded in the same way. Because of the need for confidentiality, the school administration systems are kept apart. We fully meet and comply with the DfEs Ims guidelines.

The systems are all protected by passwords known only to the office staff and Leadership Team. There is a tape streamer back-up of systems on a daily basis, with periodic back up kept off site.

Some iPads are on trolleys, which have brakes fitted. The movement of computers around the school is discouraged, because of the likelihood of damage to the systems and breakage. If resiting is necessary, the computing Subject leader should be consulted, the equipment moved with extreme care.

Other Computing Equipment

Every teacher has their own Laptop, Ipad or tablet, depending upon their preferences. These are reviewed every 3 years. All staff sign a document with details of appropriate use of their personal device.

The Subject leaders, in consultation with teachers, review the allocation of hardware and software annually. This will reflect the priority given to Computing each year in the School Improvement Plan.

We rent out 7 printers across the school in key areas. This has worked out cheaper than buying individual units.

Health and Safety

At Lostock Hall Community Primary School, we recognise the importance of health and safety issues and the potential risks regarding Computing equipment, especially when using the hardware and accessing the Internet and pupil data. Lostock Hall Community Primary School follows the guidelines from Lancashire’s support team.

All teachers are responsible for making sure the hardware and software are used correctly and safely on a day-to-day basis. Any problem should be reported to the Computing technician, then the Computing coordinator informed and the Repair/Pro Forma completed.

At Lostock Hall Community Primary School, we appreciate the importance of good posture. Computers in the classrooms are placed on tables at the correct height and position for the children in the class.

The computers in the Computing Suite are on adjustable chairs. It is important to adjust the, position of the seats, especially for the younger children. The children should be taught to sit upright on a chair. using the back support with their arms roughly horizontal to the keyboard.

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The children are shown how to switch the computers on and off, the correct way to use a mouse. They are shown how to adjust the brightness and contrast of the screen and to position the monitor to avoid reflections from lights to windows.

After twenty minutes on the computer, the children should take a break to perform simple stretching exercises to relieve the muscles they have been using. After one hour, the children should get up, walk around and exercise the eye muscles by looking at distant objects. The children are encouraged to turn this into their own personal 'computer workout' routine.

INTERNET AND INTRANET USE (see main Online safety policy)

At Lostock Hall Community Primary School, the children and staff use the Internet on a daily basis. It is our main concern that the pupils do not have access to any unsavoury or unsolicited material while in school. We are also fully aware of social media sites outside of school and the potential of cyberbullying. The Internet connection is made through the LEA Internet Service Provider (ISP). Linking through this network guarantees a more secure system, since it is protected by a firewall. We have access to the LEA education material as well, as we are connected to their Intranet. As a school we also subscribe to Espresso, which is an educational resource for teachers and children provided by "One Connect" There are no issues with unsavoury material as this is specifically targeted for primary schools and their usage.

The pupils in school are permitted to access the Internet and send e-mails only under the supervision of a member of staff. Children are not allowed to give personal details over the Internet.

All Internet users should disconnect at the end of a session.

Virus protection

The Computing Technician checks that all classroom and Computing Suite computers are kept virus free and the Bursar/Secretary/Administrator checks the office computers. To prevent a virus entering the network the following procedures are in place.

- Staff are responsible for ensuring that only approved software is loaded on to school computers.
- Pen-drives from outside sources should not be used without the approval of the Computing Subject leader or Computing Technician. All such disks should be checked before use.
- At Lostock Hall Community Primary School we acknowledge the time and effort staff put in at home to prepare lessons, plan, and write policies, reports, etc. However, extreme care should be taken when disks are brought from home. Disks **must** be checked for viruses **before** being used on the school computers.
- The children should not take disks home to load work from another computer, to do their homework, nor should they bring disks from home.

The school network's anti-virus software should be programmed to check all external media, including CD-Roms, floppy disks, incoming e-mails and attachments, and material downloaded from the Internet and Intranet.

Hacking

Users should not attempt to gain access to drives, data or files, other than those that they are authorised to use, nor should they interfere in any way with someone else's data or files.

Copyright and Data Protection

It is essential that we have licences for all software used in school. We do not use unlicensed software from any source. All users should respect the laws of copyright and software licences. Lostock Hall Community Primary School is registered under the Data Protection Act; therefore, any personal data held on the network for either curriculum or administration purposes should not be misused.

Photographs and mobile phones

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Any photographs taken of pupils must be kept in school and used within school or within school excursions. It is not permitted for staff or children to take photographs home (WHETHER DIGITAL OR PHYSICAL). Mobile phones are not to be used in school apart from in designated staff areas by members of staff. Mobile phones will not be used for taking photographs due to safeguarding purposes.

Professional Development Provision

Lostock Hall Community Primary School is committed to providing an in-depth training programme for teaching and support staff to ensure they are fully competent and confident when using Computing. Through the coordinator, technician and external bodies training happens annually and when required. Also with regular INSET, it is our aim to make sure all staff can use the equipment properly, are qualified to teach computing skills to the pupils, can use the computers to access information on the Internet to support learning in all subjects.

Training needs are identified through the School Improvement Plan, curriculum review and evaluation, Subject leader and individual needs and the arrival of new equipment (e.g. scanner/digital camera). These needs are given priority by the Staff Development/INSET Subject leader and form part of the School Improvement Plan. Various training providers are used including the Lancashire Computing service and advisors. The COMPUTING subject leader also carries out regular staff insets and updates.

See Policy for Professional Development.

Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability."

It is our policy to ensure this by:

- ensuring all children follow the key skills and scheme of work for computing.
- keeping a record of children's Computing use to ensure equal access and fairness of distribution of Computing resources
- 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 continue to support parents in developing their knowledge of curriculum requirements for Computing and how they can support their children. We also have had sessions to assist in parents and grandparents own computing skills.

All teaching and support staff at Lostock Hall Community Primary School are responsible For ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress in all areas of the curriculum while at our school.

ICT/computing is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of individual teachers to organise their pairs and groupings so that this is achieved. General monitoring is the responsibility of the Head Teacher and the Deputy Head Teacher.

Management Information Systems (MIS)

Management Information Systems (MIS)

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

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The school uses Bromcom Management Information System (MIS) to securely manage and record pupil information. It is used to store and update key data including pupil demographics, attendance, behaviour records, safeguarding information, and communication with parents and carers. Access to Bromcom is restricted to authorised staff only, with permissions allocated according to role, ensuring that information is handled in line with data protection legislation and safeguarding requirements. The system supports effective information sharing within the school and enables timely monitoring and reporting to support pupils' welfare and educational needs.

The school uses the Bromcom assessment tool to monitor children's progress.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment, Recording and Reporting

Our Assessment procedures are part of our whole school policy. This includes assessing the children bi-annually. Children will be graded as follows:

WTS – working towards year group standard.

EXS – working at expected standard for year group.

GDS- working at greater depth standard.

Teachers will make their judgements based upon a set of success criteria that have been compiled with Teach Computing and the Subject leader. An example is below:

Year 3 Unit	Age-related expectations- "I can" statements.
1. Computing systems and networks – Connecting computers Autumn 1	<ul style="list-style-type: none">• I can explain that digital devices have inputs, processes, and outputs.• I can identify and classify input and output devices.• I can describe how computers can be connected to form a network.• I can recognise networked devices and explain how they share information
2. Creating media – Stop-frame animation Autumn 2	<p>I can explain that animation is a sequence of images.</p> <ul style="list-style-type: none">• I can plan and create a stop-frame animation using digital tools.• I can make small changes between frames to show movement.• I can evaluate and improve my animation, including adding other media.
3. Programming A – Sequencing sounds Spring 1	<ul style="list-style-type: none">• I can explore a block-based programming environment (like Scratch).• I can create sequences of commands to produce sounds or music.• I can start a program in different ways and explain what a sequence is.• I can combine motion and sound in a program and debug when needed.
4. Data and information – Branching databases Spring 2	<ul style="list-style-type: none">• I can create questions with yes/no answers to group objects.• I can build a branching database using attributes and yes/no questions.• I can test and use my database to answer questions.• I can explain why good structure matters in a database.
5. Creating media – Desktop publishing Summer 1	<p>I can use software to create and format documents.</p> <ul style="list-style-type: none">• I can add and edit text and images for a given purpose.• I can choose layouts and page settings appropriately.• I can explain how my layout suits its purpose
6. Programming B – Events and actions in programs Summer 2	<p>I can explain the relationship between events and actions in code.</p> <ul style="list-style-type: none">• I can use events to trigger actions in a program.• I can design and create a program that responds to user input.• I can test, debug, and explain how my program works.

School Liason, transfer and transition

Lostock Hall Community Primary School is part of a local schools cluster/WRIST/Axia group. This allows sharing of ideas and resources and also carrying out projects to improve the children's skills in computing.

The school is connected to the Lancashire intranet, which enables the transfer of information electronically.

Email is used frequently to liase with the LEA, governing body, other schools and, where possible, parents.

Appropriate legislation, including copyright and data protection

Lostock Hall Community Primary School Policy for Computing

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strict accordance with the licence agreement.

When using “cloud” based software appropriate passwords are set in-place.

We don't allow personal software to be loaded onto school computers.

Please refer to the school's Data protection policy.

Evaluation

Evaluation is carried out to improve the teaching and learning of computing within Lostock Hall Community Primary School. All staff, teaching and support, appraise the curriculum provision made for computing within the school, in order that pupils make the greatest possible progress. As with all evaluation, the Head Teacher has overall responsibility.

Evaluation includes a regular review of the content of the computing Curriculum and key skills to ensure that National Curriculum requirements are being fulfilled. This involves considering the coverage of Programmes of Study at each Key Stage. Pupils' progress and performance is judged, taking account of factors that might influence this, such as teaching methods, resources, Schemes of Work and accommodation. The organisation of the COMPUTING Curriculum and teaching styles are evaluated regularly. The effectiveness of and INSET for COMPUTING, provided internally or by an external agency, is assessed.

Evaluation is carried out by a number of methods, including: the assessment of pupils' work, reports and achievements; the analysis of teachers' planning; discussion amongst groups of staff or all staff; and discussions with pupils, classroom observation, and external inspection and advice.

Pupils can input into this evaluation through their Computing files, Records of Achievements and Year 6 Leavers Questionnaire.

Parents can input through consultation and e-mail.

Governors can input through their elected Computing Governor – Paul Newsham

Please also see separate policies for:

Child Protection

Behavioural Policy

Online Safety Policy

Staff Acceptable Use Policy

Pupil Acceptable Use Policy

IPad Acceptable Use Policy

Sexting Policy

Responding to Online Incidents Flowcharts

Netsweeper Filtering system

FURTHER INFORMATION

<http://www.computingsatschool.org.uk/data/uploads/CASPrimaryComputing.pdf>

CEOP (Child Exploitation and Online Protection Centre): www.ceop.police.uk

Childline: www.childline.org.uk

Childnet: www.childnet.com

Click Clever Click Safe Campaign: <http://clickcleverclicksafe.direct.gov.uk>

Cybermentors: www.cybermentors.org.uk

Digizen: www.digizen.org.uk

Lostock Hall Community Primary School Policy for Computing

Internet Watch Foundation (IWF): www.iwf.org.uk Kidsmart:

www.kidsmart.org.uk

Teach Today: <http://en.teachtoday.eu>

Think U Know website: www.thinkuknow.co.uk

Virtual Global Taskforce — Report Abuse:

www.virtualglobaltaskforce.com