

Pensby Primary School



Computing & Internet Safety Policy

Mrs K Wright- September 2021/ March 2022

RATIONALE:

At Pensby Primary, and alongside our curriculum consultants, Hi-Impact, it is our aim to provide a safe and high-quality computing education which equips children to use computational thinking creatively and safely. We recognise that technology can allow pupils to share their learning in creative ways and understand the accessibility opportunities that technology can provide for all children. It is our intention that our curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Children will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers. Online safety is at the heart of our curriculum from EYFS to Year 6 and we ensure that online safety is taught both explicitly and at regular intervals throughout our whole computing curriculum. Our skills-based, knowledge rich computing curriculum is balanced so that we provide our children with the opportunity to apply their knowledge both safely and creatively, which in turn allows them to become skilful and safe computer scientists.

SAFEGUARDING: ONLINE SAFETY

Online safety is an integral part of Pensby Primary School's computing curriculum and safeguarding practice, and we recognise and value its importance in all that we do. Because internet safety is an essential life skill, it is our aim to ensure the safety and wellbeing of all children when they are using the internet and computing devices. We recognise that unmediated internet access brings with it the possibility of inappropriate and even dangerous situations and as a result, all children need to be protected. As a result, children at Pensby Primary are given regular reminders of how to keep safe while they are using the internet and what to do if anything makes them feel uncomfortable or concerned. It is important however, that we provide the knowledge, understanding and support in our teaching of internet safety in order for our pupils to use the internet to its best advantage and to know and recognise the situations where they may potentially find themselves in difficulty and we recognise that it is our responsibility to teach our children to become responsible, competent, confident and creative users of information and communication technology. As educators we model how to use technology positively, responsibly and safely and recognise that the best prevention for a lot of issues we currently see with technology is through education. This, in line with our safeguarding policy, ensures that we monitor and protect young people in their online worlds and think beyond the school environment when doing this, reporting, where necessary, and ensuring that we keep young people safe online both in and out of school.

CURRICULUM AIMS:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high-quality hardware, software and unplugged resources.

- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.

ORGANISATION & CONTENT OF THE CURRICULUM:

In line with the 2014 National Curriculum for Computing, computing is mapped across the whole curriculum and taught alongside other curriculum areas. This ensures children are able to develop depth in their computing knowledge and skills, whilst also creatively applying their knowledge from other subject areas. We have a Chrome books, portable laptops and three sets of iPads to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

In conjunction with Hi-Impact, our curriculum has been developed so that it ensures a balanced coverage of computer science, internet safety, information technology and digital literacy. Alongside the teaching of basic computing skills, children will have experiences of each strand in each year group and the progression of subject knowledge and skills becomes increasingly specific and in depth, with more complex skills being taught as the children progress through the school, thus ensuring that learning is built upon.

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

Key stage 2:

Pupils should be taught to:

- 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, and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

INCLUSION & INTEGRATION

Integration at Pensby Primary School ensures that all children, regardless of their ability gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. Regardless of social class, gender, culture, race, disability or learning difficulty, with well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

LINKS WITH OTHER AREAS OF THE CURRICULUM:

Computing is embedded in our whole curriculum and is rarely taught as an isolated subject. Whilst we maintain the integrity of our computing teaching in explicitly teaching the knowledge, language and skills of computing, it is important to us that computing develops links in all areas of the curriculum and our knowledge rich curriculum is balanced with the opportunity for pupils to apply their knowledge creatively whilst also allowing them to become skilful and safe computer scientists.

MONITORING:

Monitoring of Computing will occur each term and will include:

- Lesson observations.
- Pupil interviews.
- Staff interviews.
- Book scrutinies.
- Attainment and progress is monitored by class teachers and subject leads as part of our internal assessment systems and noted on Depth of Learning.
- Support to implement new whole school computing mapping.
- At the end of the academic year a subject leader report will be written and considered by SLT and Governors. The report will measure attainment and progress of all children.
- This policy will be reviewed by the Maths subject Leaders annually. At every review, the policy will be approved by the headteacher/Governors.

ASSESSMENT & RECORDING:

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

KS1 and KS2

Formative assessments of pupils' learning are made and assessed through observations and classwork and SeeSaw. These assessments contribute to a summative judgement at the end of each term against the Computing statements found on Depth of Learning.