



Oakridge Schools Federation

Computing Policy

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| Approved by: | Full Governing Body |
| Review frequency: | Every 2 years |
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The Purpose of the Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of and with Computing.

It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the scheme of work for Computing/IT which sets out in detail what pupils in different classes and year groups will be taught and how Computing/IT can facilitate or enhance work in other curriculum areas.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

Copies of this policy are kept centrally, on the school website and are available from the Computing subject leader.

Introduction

Information and Communications Technology and Computer Science prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Computer Studies are an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ Computing/IT to enable rapid access to ideas and experiences from a wider range of sources.

Our vision, as a Federation, is for all teachers and learners within our school to become confident users of Computing/IT so that they can develop the skills, knowledge and understanding which

enable them to use appropriate computing resources effectively as powerful tools to enhance teaching and learning opportunities.

Aims

- To enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities
- To develop a whole school approach to computing ensuring continuity and progression in all stands of the Computing National Curriculum
- To use computing technologies as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their computing capabilities in all areas specified by the Curriculum Programmes of Study
- To ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents and other agencies.
- To provide children with a clear understanding of how to stay safe online including how to identify risks and report their concerns.

Objectives

In order to fulfil the above aims it is necessary for us as a school to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through Foundation Stage, KS1 and KS2
- that the National Curriculum Programmes of Study and their associated strands, level descriptions and attainment target are given appropriate coverage
- that all children have access to a range of computing resources
- that computing experiences are focused to enhanced learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

Curriculum Development & Organisation

As a school we will follow the Kapow scheme of work for Computing completing one unit of work per half term including a minimum of 6 discrete lessons in online safety which will be taught throughout the year.

The online safety concepts covered through computing are:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Medium term plans for computing will be highlighted with: Learning objectives, activities and vocabulary and assessment details. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Each class is allocated time to complete computing studies to accomplish activities and objectives in the Computing scheme of work units. Where possible this scheme will be integrated to ensure that delivery of Computing is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. However due to the nature of some elements of scheme of work isolated study will need to be adopted.

Individual machines which are stored centrally, either outside classrooms or in the school hall and portable computing devices (e.g. iPads) support the development of computing capability by enabling further development of tasks away from a dedicated Computing Room.

Interactive Whiteboard Screens are located in all classrooms and used as a teaching resource across the curriculum.

Teaching & Learning

Teacher's 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 age related expectations and those exceeding age related expectations for children of their age.

A wide range of styles shall be employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature of the task
- Different pace of working
- Different groups of children including working in mixed ability pairs
- Different levels of input and support including split teaching
- Different outcomes expected

Equal Opportunities

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 scheme of work for Computing
- Monitoring children's computer use to ensure equal access and fairness of distribution of Computing resources
- Providing curriculum materials and software which are in no ways class, gender or racially prejudice and biased
- Monitoring the level of access to Computers in the home environment to ensure no pupils are unduly disadvantaged
- Parents have been provided curriculum information (available through the school website) in order for them to provide support and develop their knowledge of curriculum requirements for Computing and how they can support their children.

Online Safety

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An online policy has been written to protect all parties and rules of responsible computer use are discussed with each child at the beginning of the academic year.

Online is taught explicitly throughout KS1 and KS2 at various points throughout the academic year including a whole school online safety themed day. Teachers are encouraged to discuss online safety at any other point that they feel is needed.

Filtering and Monitoring

As a school, we believe both children and adults should be able to safely access the internet. As such, we use WatchGuard to filter and monitor the schools online traffic which is maintained and managed by Harrap ICT, our IT provider. Annually staff will be reminded of their duty to keep children safe online and how to report websites that are inappropriate.

In line with the DFE's filtering and monitoring standards we:

- Have identified the roles and responsibilities for managing and monitoring our web filtering to Harrap ICT using Watchguard
- Will annually review the filtering and monitoring provision with Harrap ICT
- Have blocked harmful and inappropriate content without unreasonably impacting on teaching and learning
- Established effective monitoring strategies

Watchguard involves a physical box at the school which all network traffic passes through to reach the internet. This means no matter what the device, as soon as it connects to the school network the device will be filtered in some capacity.

Devices have a certificate installed on them, allowing the Watchguard filtering to inspect traffic on HTTPS sites further. This allows more advanced filtering over pure DNS filtering.

Devices that are connected to the school's Windows domain (Windows PCs & Laptops) will have filtering based on the user's Windows login. If a user logs in with staff credentials they will have access to the staff-level filtering. If a user logs in with student credentials they will have student-level filtering.

Devices not connected to the domain, such as home laptops, mobile phones, iPads & Chromebooks will be seen as an 'unauthenticated device'. These devices will receive the 'Unauthenticated' filtering provision. By default, this is very locked down in a similar way to the 'Student' filtering, but it may have fewer restrictions if requested by the school.

The filtering is based on categories provided and updated by the IWF (Internet Watch Foundation). The categories and further details can be found in this document - [Harrap Internet - Web Filtering Categories](#)

Management Information Systems (MIS)

Computing enables efficient and effective access to and storage of data for the school's leadership team, teachers and administrative staff. The school complies with LA requirements for the management of information in schools.

We currently use SIMs, which operates on the school's administrative network, for pupil progress tracking, which is supported by the LA. Only trained and designated members of staff have authority and access rights to input or alter the data. The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment

Computing is assessed both formatively and summatively using achievement criteria based on the Programme of Study.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the school's scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

A collection of students' work builds a portfolio of assessment over the unit enabling summative assessments to take place where children's computing capability is assessed.

We use three different levels:

Below Age Related Expectations (ARE)

Achieving ARE

Exceeding ARE

We aim to build on this process by developing and maintaining electronic portfolios of pupils work, and using the summative assessments to assign the appropriate level to pupils work.

School liaison, transfer and transition

The school is connected to the LA's systems which enable the transfer of information technology electronically. Email is now used frequently to liaise with the LA, governing body, other schools and where possible, parents.

Inclusion

We recognise computing offers opportunities for pupils with special educational needs and gifted and/or talented as well as children with English as an additional language. Computing can cater for the variety of learning styles which is a class of children may possess. Using computing technologies can:

- Increase access to the curriculum
- Raise levels of motivation and self esteem
- Improve the accuracy and presentation of work
- Address individual needs

We aim to maximise the use of benefits of computing technologies as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of the individual or groups of children.

Roles & Responsibilities

Senior Leadership Team

The overall responsibility for the use of computing technologies rests with the senior leadership team of the school. The Executive Headteacher, 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 technologies are used in a way to achieve the aims and objectives of the school
- Ensures that there is a Computing Policy, and appoints a Computing subject leader
- Regularly review the inclusion of online safety and the schools filtering and monitoring systems

Computing Subject Leader

There is a designated Computing Subject Leader to oversee the planning and delivery of Computing within the school. The Computing Subject Leader will be responsible for:

- Ensure online safety is covered and updated where appropriate
- Raising standards in Computing as a national curriculum subject
- Facilitating the use of Computing across the curriculum in collaboration with all subject leaders
- 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 Executive Headteacher on the current status of the subject
- Leasing with Harrap ICT to regularly monitor and update the list of blocked sites

Other Subject Leaders

There is a clear distinction between teaching and learning in Computing and teaching and learning with Computing technologies. Other Subject Leaders should identify where computing technologies should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their Computing studies and are applying those skills within the context of another curriculum subject. Other Subject Leaders work in partnership with the Computing Subject Leader to ensure all National Curriculum statutory requirements are being met with regard to the use of computing technologies within curriculum subjects.

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 assist the Computing Subject Leader in the monitoring and recording of pupil progress in Computing. It is also the responsibility of teachers to feedback to senior leaders on online safety issues and concerns.

Monitoring

Monitoring of Computing will enable the Computing Subject Leader to gain an overview of Computing teaching and learning throughout the school. This monitoring will also provide the opportunities for on-going development and next steps.

In monitoring of the quality of computing teaching and learning, the Computing Subject Leader will:

- Scrutinise plans to ensure full coverage of the Computing curriculum
- Analyse a sample of children's work (Below ARE, Expected and Exceeding ARE)
- Observe Computing teaching and learning in the classroom
- Hold discussions with teachers and children

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

Learning out of School Hours

We believe that access to computing technologies out of school hours:

- Increases the time our children spend learning
- Increases access to computing technologies 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 stands of achievement

Health & Safety

We will operate all computing 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. Computing rules are also on display within classrooms.

The school has also developed an Online Safety Policy.

The Health & Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed by all staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements. The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. The files and network system are backed up regularly by the IT Management Company, Harrap ICT.

The virus checker is updated regularly by a dedicated member of staff at the IT Management Company, Harrap ICT. iPads are kept in lockable trollies along with laptops. Keys are held in a secure location.

Home School Links

Children are given the option to complete some homework tasks, when appropriate, using IT out of school. Teachers are sensitive to the fact that children may not have access to computing technologies or may not wish to use it to complete tasks out of school. A school email address is listed on the website. The school uses Arbor to directly mail parents to keep them up to date with school developments. We intend to develop the existing school website to promote the school's achievements as well as provide information and communication between the school, parents and the local community.

Appropriate legislation, including copyright and data protection

- All software loaded on school computer systems must have been agreed with the designated person in school
- All our software is used in strict accordance with the licence agreement
- We don't allow personal software to be loaded onto schools computers

Please refer to the school's data protection policy.

Effective and efficient deployment of IT resources

Resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. Each class has access to an array of laptops and some iPads. Interactive whiteboard screens are installed across all classrooms in the school which are permanently mounted. As a school, we aim to extend the availability of mobile computing equipment e.g. laptops and tablets into the future.