University Schools Trust
A transformational education

Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

Computing Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2017-2018 July	All	Reformatted
2017-2018 July	All	Updated "vision and values"
2019-2020 July	All	Reformatted
2019-2020 July	All	Policy reviewed
2022-2023 September	All	Reformatted
2024-2025 January	3	Added "links to legislation and guidance"
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2024-2025 January	5	Added "curriculum"
2024-2025 January	6	Updated "teaching and learning"
2024-2025 January	3, 10	Added from teaching and learning booklet
2024-2025 January	7	Added "homework"
2024-2025 January	8	Added "assessment"
2024-2025 January	11	Added "online learning and safeguarding"
2024-2025 January	14	Updated "equal opportunities"

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy

Cyril Jackson understands that ICT and computing are an integral part of the national curriculum and that ICT skills are important beyond the classroom.

Computers are a valuable resource in school, benefitting the way pupils learn and helping teachers maximise their role as educators. In light of this, our school is committed to ensuring that both staff and pupils have access to the necessary facilities to allow them to enhance their learning experience.

We believe that it is important for pupils and employees to be confident and competent users of computers, and other technological resources, to aid development across the curriculum.

This policy document sets out the school's aims, principles and strategies for the delivery of Computing.

Our Acceptable Use Policy outlines guidelines for use of the Internet in the school.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Teaching & Learning Policy
- Acceptable Use: Parents
- Acceptable Use: Staff
- Acceptable Use: Pupils
- Trips and Visits Policy
- EYFS Policy
- Home School Agreement
- Online Safety Policy
- Data Protection Policy
- SEND Policy
- CPD Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Health and Safety at Work Act 1974
- Children Act 2004
- Equality Act 2010
- Children and Families Act 2014
- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- UK General Data Protection Regulation (UK GDPR)
- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust/School Committee are responsible for:

- Monitoring the effectiveness of the ICT curriculum.
- Monitoring the progress and attainment of pupils in ICT.
- Holding the headteacher and ICT subject leader to account for pupils' ICT attainment and progress, and the delivery of the ICT curriculum.
- Ensuring the school has appropriate filtering and monitoring systems in place on its ICT system to safeguard pupils.

4.2. Headteacher

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's computing curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the computing curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching computing.

4.3. Computing Lead

The computing lead is responsible for:

- How ICT should support, enrich and extend the curriculum.
- The provision and allocation of resources.
- The ways in which the need for developments in the school's ICT system can be assessed and records can be kept for these developments.
- How ICT can benefit the aims and objectives of the whole school.
- Reviewing this policy.
- Monitoring the progression of teaching and learning in ICT.
- Managing resources and advising staff on the use of materials.
- Supporting teaching staff to deliver the ICT curriculum and monitoring the quality of teaching and learning.
- Keeping abreast of technological developments and using these to inform practice.

- Leading staff training on new ICT initiatives

4.4. Teachers

The teachers are responsible for:

- Planning and delivering lessons in line with this policy.
- Providing equality of opportunity to all pupils through their teaching approaches and methods.
- Keeping up-to-date assessment records.
- Ensuring pupils' development of skills and knowledge progresses through their learning and understanding of ICT.
- Setting pupils appropriate targets based on their needs and prior attainment.
- Maintaining an enthusiastic approach to ICT.
- Taking part in ICT training and other CPD opportunities

4.5. ICT Technician

TQS and the ICT Technician are responsible for:

- Maintaining and keeping ICT equipment in good working order.
- Dealing with any reports of broken, damaged or faulty equipment.
- Ensuring the school's Cyber Response and Recovery Plan is adhered to.
- Carrying out checks on all computers once per term.
- Adjusting access rights and security privileges in the interest of the school's data, information, network and computers.
- Monitoring the computer logs on the school's network and reporting inappropriate use to the headteacher.
- Disabling the user accounts of staff and pupils who do not follow school policies, at the request of the headteacher.
- Assisting staff with authorised use of ICT facilities, if required.
- Assisting the headteacher in all matters requiring reconfiguration of security and access rights, and all matters relating to this policy.
- Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the headteacher, authorisation from the user is not required.

4.6. Pupils

Pupils are responsible for:

- Using the school's ICT facilities appropriately.
- Being aware of the school's rules around the use of ICT equipment during lessons.
- Understanding how the use of ICT improves learning.

4.7. Parents

Parents are responsible for encouraging ICT skills and safe ICT use at home.

5. The Curriculum

The national curriculum will be followed for all computing teaching.

The school aims to assist pupils in achieving attainment targets set out in the national curriculum. By the end of each key stage, pupils will be expected to know, apply and understand the matters, skills and processes specified in this policy.

The school will meet the general aims set out by the DfE for computing programmes of study, which means 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 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.

In KS1, pupils will 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 problems.
- 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 schools.
- 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.

In KS2, pupils will 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, and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranged, 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 present data and information.

- Use technology safely, respectfully and responsibly.
- Recognise acceptable and unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.

6. Teaching and Learning

We are passionate about preparing our pupils for the jobs of the future, some of which have not been invented yet. Because of this, we believe the use of technology should be not only talk discreetly, but also embedded within the way to curriculum. Thus giving every people the chance to become both familiar and confident with a wide range of computing tools.

Each people at Cyril Jackson has a range of personalised logins, which can be located in their computing passport: accelerated reader, Times Table Rock Stars, Chromebook, big cat Collins and Wonde.

Safety is at the heart of our curriculum and this is woven throughout the lessons. In a world of pervasive technology, we believe it is important our pupils know how to keep themselves safe, but also how to act appropriately online. At the start of each term, or half days dedicated to online safety all here pupils across the school explore an online safety theme and present their ideas, this is adaptable to meet the needs of each cohort.

The teaching of ICT will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their ICT knowledge and skills.

The skills needed for pupils to access the wider curriculum using ICT will be mapped and developed to ensure that pupils can use ICT applications progressively through the curriculum.

Teachers will use ICT to allow pupils to investigate, solve problems, refine their work, learn from their mistakes and reflect critically.

There will be a good balance across the whole school between the high-quality use of ICT to support and enhance teaching and learning, and the individual pupil's productive use of ICT for their own learning.

When administering homework tasks, teachers will be sensitive to the fact pupils may not have access to a computer at home.

ICT will be used to support and extend learning beyond the school, through activities integrated with pupils' school-based learning.

6.1. Resources

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources.

6.2. Skills

The computing curriculum is broken down into three strands, these are: computer science, information technology, and digital literacy.

We follow teach computing, this breaks down the curriculum into 10 areas of learning, these are: networks, creating media, data and information, design and development, computer systems, impact of technology, algorithms, programming, effective use of tools and safety and security.

7. Homework

Every term, each year group will be informed of what is expected of them with regards to homework.

Parents will receive a termly newsletter informing them about the main topics and units of work that will be covered.

ICT homework will be logged in pupils' homework books and hard copies stored in a homework folder.

Pupils will receive homework on a weekly basis, when studying computing.

Parents will be encouraged to discuss the homework that is set with their child. If they have any queries or other comments about the homework, parents should make an appointment to see their child's class teacher.

The amount of homework will increase as pupils progress through the school.

7.1. Working Wall Additions

As well as the general working wall expectations, as indicated in the general foundation page, Computing working walls should include the following:

- Key stage Internet safety posters, referred to throughout the learning
- key words and vocabulary, where appropriate

8. Assessment

Teachers will record pupils' ability and progression through two types of assessment – formative and summative.

Formative assessments will be carried out during lessons, based on individual objects and outcomes – these assessments will be conducted informally by the class teacher.

Summative assessments will be completed at the end of every half term. Pupils' capabilities will be reviewed using open-ended tasks, providing them with an opportunity to demonstrate their capabilities in relation to the unit of work.

Pupils' progress will be tracked, and individual targets will be set; pupils will be regularly assessed against these targets.

Where a pupil is not meeting the expected standard, a supportive intervention will be put in place – this could include the provision of a TA.

ICT skills and competencies will be reliably and consistently assessed and recorded as part of ICT lessons, as well as across the curriculum in other subjects.

9. Implementation

The provision of the ICT curriculum will be monitored and assessed by the ICT subject leader and headteacher.

The suitability of all ICT equipment and programs will be assessed and updated, if necessary, by the ICT technician to ensure they are sufficient for effective learning.

Staff will be provided with high-quality training regarding both curriculum delivery and the safeguarding issues around e-safety.

Any breach of this policy will be reported to the headteacher.

Use of the school's internet connection and network use will be recorded and monitored by the ICT technician.

The ICT technician has the ability to remotely view or interact with any computers on the school's network. The ICT technician will use this to help implement this policy and to identify and solve any problems.

10. Evidencing

When no physical work is produced, staff should capture the journey of a range of pupils an upload video evidence to the one drive year group folder. In the video pupil should discuss their learning, use key vocabulary and consider their next steps.

11. Online Learning and Safeguarding

The school recognises the importance of teaching pupils about online safety, the potential dangers of the internet and their responsibilities when using communication technology – as set out in the school's Online Safety Policy.

As part of the school's commitment to the principles outlined in the most recent version of KCSIE, the school will:

- Offer a safe online environment through filtered and monitored internet access.

- Ensure the filtering systems in place will prevent pupils from accessing terrorist and extremist materials, in accordance with the school's Online Safety Policy and the Prevent duty.
- Take care to ensure the use of filtering and monitoring does not cause "over blocking", which may lead to unreasonable restrictions on what pupils can be taught.
- Run assemblies on a termly basis about the potential dangers of the internet and how to stay safe online.
- Teach pupils about internet safety and cyberbullying during PSHE lessons.

Pupils and staff who use the school's ICT facilities inappropriately will be reported to the headteacher, and the DSL where appropriate.

The School Committee will ensure the school has appropriate filtering and monitoring systems in place for ICT lessons and regularly review their effectiveness. The SLT and other relevant staff will have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The ICT technician will keep internet filters and other safeguarding controls up-to-date and routinely check their effectiveness to avoid misuse and protect pupils.

12. Health and safety

All electrical wires and sockets, where possible, will be kept out of the way of pupils.

Visual electrical inspections will be undertaken by the ICT technician on a weekly basis – any other problems will be reported immediately to the health and safety officer and ICT technician.

Pupils will be given a five-minute break if they are using the computer for more than one hour at a time.

The rules of the computer room will be displayed around the classroom, and both staff and pupils will be expected to familiarise themselves with, and adhere to, these rules.

13. Training

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions.

Please see CPD Policy for further information.

14. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.

- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and
- aspires to succeed.

All pupils will be provided with equal learning opportunities regardless of their background or characteristics, in line with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.

To ensure pupils with SEND can achieve to the best of their ability, targets for pupils with SEND will be adapted and the delivery of the curriculum will be differentiated for these pupils.

The curriculum and targets will also be adapted for other pupils based on their needs, e.g. pupils with EAL.

Where possible, ICT will be used in a specialist way to support pupils with SEND. The school will look to utilise software systems that can be modified to aid language, spelling or reading development.

The school will aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential.