WYBUNBURY DELVES
C of E Primary School

Computing

Curriculum

CDAT
Chester Diocesan Academies Trust

Rationale

At Wybunbury Delves we aim to 'light the spark for a love of learning and of life' and believe Computing is a subject which offers the very best opportunities to achieve this. We adapt the SPARK approach to learning to foster and maintain children's curiosity in the world around them. Why do we teach computing?

We teach computing because we want our children to use 'Computational thinking' which will prepare them for the future. We want our children to be "leading lights" at the forefront of technology in an ever changing world. We believe in our children and want to give them the best opportunities to be able to develop, grow and excel their computing abilities.

'Why is computational thinking so important? It allows us to solve problems, design systems, and understand the power and limits of human and machine intelligence. It is a skill that empowers, and one that all pupils should be aware of and develop competence in. Pupils who can think computationally are better able to conceptualise, understand and use computer-based technology, and so are better prepared for today's world and the future.' Computing at School, A Guide For Primary Teachers, Naace 2013.

Intent

When planning and teaching computing at Wybunbury Delves, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. Computing is now fundamentally ubiquitous in our daily lives and even more so for our pupils. Our children at Wybunbury Delves are part of the digital age and we therefore strive to ensure that our pupils have the capabilities and knowledge to succeed in the digital world both today and in their future lives. Computers and technology are such a part of everyday life that our children would be at a disadvantage would they not be exposed to a thorough and robust Computing curriculum. Children must be taught in the art form of 'Computational Thinking' in order to provide them essential knowledge that will enable them to participate effectively and safely in the digital world beyond our classrooms.

Implementation

In Key Stage 1 the children will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to 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. At Wybunbury Delves, Computing in KS1 is divided across coding, e-safety work and project based work. Where possible, Computing project work would mirror topic work and provide a cross-curricular, immersive opportunities for our pupils. For example in Year 2 during their 'Superhero' topic the children use apps on the iPad to create, design and edit their own online comic book strips.

In Key Stage 2 the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. At Wybunbury, KS2 Computing is divided into 4 parts including coding, project work, e-safety and research. This encompassing approach allows for cross-curricular links for Computing and gives pupils the opportunity to develop and build upon a wide array of skills and knowledge.
Even our children in Early Years provision will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.

Impact

After the implementation of this robust computing curriculum, children at Wybunbury Delves will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly — safely.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

The aims of Computing in our School are:

Overall:

to 'light the spark for a love of learning and of life'
Develop their understanding of the fundamental principles and concepts of computer science.
Develop their skills in using hardware and software to manipulate information in their process of problem solving, recording and expressing work;
Develop a high quality computing education which equips them to understand and change the world through logical thinking and creativity.
Develop their understanding of how digital systems work and to become digitally literate individuals.
Explore their attitudes towards IT: its value for themselves; others and society and their awareness of its advantages and limitations

Computer Skills:

Our children should acquire and develop the skills associated with Computer Science in order 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 algorithms work and detect and correct errors in algorithms and programs.
Understand computer networks including the internet

Information Technology:

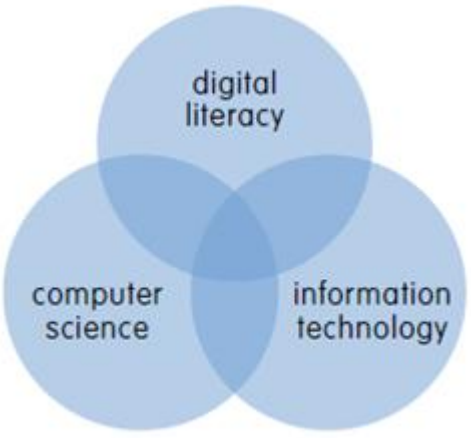
Our children should acquire and develop skills associated with Information Technology in order to:

Use search technologies effectively.
Select, use and combine a variety of software 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.
Acquire and refine the techniques eg saving, copying and checking the accuracy of input and output needed to use IT.
Practise mathematical skills when gathering and presenting data.
Develop the skills of collecting first hand data, analysing and evaluating it, making inferences or predictions and testing them, drawing and presenting conclusions, and use all these in their work with ICT.

Digital Literacy

Our children should acquire and develop their skills in Digital Literacy in order to:

Understand the opportunities networks offer for communication and collaboration.
Be discerning in evaluating and presenting data and information.
Be able to use technology safely, respectfully and responsibly
Recognise acceptable/unacceptable behaviour.Identify a range of ways to report concerns about content and contact.



Inclusion and the Computing Curriculum

At Wybunbury Delves Primary School we teach Computing to all children whatever their ability. 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 match the needs of children with learning difficulties and we take into account the targets set for individual

children in their Individual Provision Maps (I.P.M.'s) Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils in order to narrow the gap.

Equal Opportunities

It is the responsibility of all teachers at Wybunbury Delves Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the Computing curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Single Equalities Policy, Racial Equality Policy and Gender Equality Policy and Special Educational Needs and Disability Policy.

Curriculum & School Organisation including Time Allocation

The areas teachers will now have to teach cover a wide range of subjects. This includes: how computers and computer systems work; giving children the tools and skills they need to design and build programs; teaching children how to develop their ideas using technology and create a range of content using digital technology. This can be split into three main areas: computer science, digital literacy and information technology.

Computer Science (CS): Children should understand how digital systems work and should be able to apply their knowledge through programming (Coding).
Information Technology (IT): Use knowledge to create digital programs/systems and be able to combine information from different digital areas and present it to others (this includes analysing and evaluating information).
Digital Literacy (DL): Able to use digital technology to develop and share their own ideas by using information and communication technologies (e.g blogging and emails). This also includes teaching children how to use digital technologies safely.

EYFS Area: Understanding of the World

By the end of Reception children should:
Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

National Curriculum states:

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.

COVID19 - Build Upon Learning.

Due to the nature of this year and the gaps that may have occurred in learning because of Lockdown 2020, there have been some changes to the Computing Curriculum this year. The biggest change will see children continue their CodeStudio programmes on study to ensure that any gaps are secured and filled. This will allow all children to develop their coding skills at the appropriate level. We've also seen it fit that in Year 2, the children will focus more upon unplugged activities instead of code studio for the autumn term.

	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

Hi-Impact and Classroom learning

hi-impact consultancy

All staff work closely alongside Hi-Impact Consultancy. Hi-Impact work in unison with the class teacher to produce a tailored yearly overview plan that links to study work, holistic and long term plans. Staff attend regular workshops and training led by Hi-Impact and their expert staff. This gives staff the teachers the opportunity to develop their own computing abilities and knowledge. Hi-Impact are regularly engaged in delivering classroom workshops for the children. This gives them fantastic opportunities to learn new skills and use new technologies throughout the year.

Coding

Coding at Wybunbury Delves is achieved through the online learning platform, Studio Code. Each child has an individual login and password. Each year group follows a tailored programme of study. Teachers can track progress throughout the programme. Children also have opportunities to develop their coding skills through hourofcode sessions and projects using Studio Code. Wybunbury Delves are also an official 'code club' member and host.

Coverage

Coverage and progression is monitored by the Subject Leader. The Computing Subject Leader ensures policy is in practice and is implemented across the school. We aim to teach the equivalent of one hour of Computing per week in each key stage (or the equivalent cumulatively during a half term). In addition to this, we seek every opportunity to develop Computing with cross curricular links. Each class has a designated slot for use of the computing devices (iPads and laptops). Computing work is also uploaded to the subject leader page via our SeeSaw account, allowing for easy access.

Coding at Wybunbury...

Pre-School, Reception, Y1	y2	y3	y4	y5	y6
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Course A	Course B	Course C	Course D	Course E	Course F
Pre-Reader Express Course		Express Course			

Computing at Wybunbury Delves - KS1

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Coding Evidence within code studio/coding apps. Evidence can also be found on SeeSaw SL folder.
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	Project Evidence saved on the shared drive/study work books. Evidence also available via website news. Evidence can also be seen on SeeSaw SL folder.
Recognise common uses of information technology beyond school	E-Safety Evidence through website news, SeeSaw SL folder.
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	

Coding	
Project	
E-Safety	

KS2 Computing at Wybunbury Delves

Statement	Evidence
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	CodeStudio/Coding apps Evidence through Codestudio app/website news and SL SeeSaw folder.
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	E-Safety work throughout the term. Evidenced via SeeSaw SL folders and website news.
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Research – The use of iPads/Computers as tools to research topic work. Evident within research books, website news and SeeSaw SL folders.
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	A termly project linked to Study Work. This could be a podcast, stop-motion animation, powerpoints. Etc… Evidence within the shared class folders, SeeSaw SL folders and website news

Coding

Research

E-Safety

Project work

Curriculum coverage…

Year Group	Coding (Code Studio)	Online Safety (https://digital-literacy.org.uk/curriculum-overview/)	Project Work (Medium Term plans)
Pre-School	Unplugged activities (every two weeks)	Understanding the World	
Reception	Unplugged activities (every two weeks)	Understanding the World	
Year 1	**Course A** - 11 Coding Sessions	*5 Sessions*	12 sessions (4 per project per term)
Year 2	**Course B** - 11 Coding Sessions	*5 Sessions*	12 sessions (4 per project per term)
Year 3	**Course C** - 12 Coding Sessions	*5 Sessions*	12 sessions (4 per project per term)
Year 4	**Course D** - 12 Coding Session	*5 Sessions*	12 sessions (4 per project per term)
Year 5	**Course E** - 12 Coding Session	*5 Sessions*	12 sessions (4 per project per term)
Year 6	**Course F** - 12 Coding Session	*5 Sessions*	12 sessions (44 per project per term)

Displays

Computing displays at school showcase the children's learning and celebrate achievements in lessons. Our displays also show the work of our pupils and their work within the school.

Teaching and Learning Style

The learning environment is of great importance at Wybunbury Delves. Computing displays in classrooms and around school should:

Promote and maintain curiosity
Provide a stimulus for the Computing focus being taught and learned;
Guide and remind children how to use technological devices safely, including using the internet safely.
Celebrate pupils' learning and achievements and showcase the Computing taking place in school.

Teaching

The teaching of Computing at Wybunbury Delves focuses on maintaining curiosity and logical reasoning. We do this by giving children every opportunity to work practically whilst exploring specific disciplines of Computer Science, Information Technology and Digital Literacy. In every series of lessons, we aim to give children the opportunity to develop high quality computational knowledge which will equip them to understand and change the world through logical thinking and creativity. It is also our responsibility to allow our children to explore their attitudes towards IT: its value for themselves; others and society and their awareness of its advantages and limitations. This aspect of Computing links to elements of PSHE. At Wybunbury Delves', we want to create a spark for learning and a love of learning. As part of this ethos, subjects can be combined to provide the best learning opportunities possible for our students. As Computing is a subject that can be used to enhance or present information from all areas of the curriculum,

teachers' are encouraged to use Computing skills across lessons where appropriate. Computing will be linked to study work topics where possible. However, where links might be considered tenuous, it will be taught as a discrete subject.

Curriculum enhancement opportunities

School visits with links to computing, links with Shavington High School and computing experiences during study work theme days all provide further opportunities to participate in Computing.

Assessment, Recording and Reporting

We currently assess children's learning at the end of a series of lessons through class teacher's judgments, AfL and an assessment task (outcomes stored in Subject Leader folders). The children are assessed as 'Not Met', 'Met' or 'Met with Greater Depth', a termly cohort percentage grid of achievement. This information is collated annually by class teachers. Class teachers also take data from Studio Code an their online assessment tracker.

The Computing Subject Leader monitors coverage, standards and progression through, cohort assessment folders and cohort percentage grids, lesson observations and pupil voice. The Computing Subject Leaders produce a curriculum review at year end and this feeds into action plans and an annual report to governors.

Monitoring, review and evaluation

Monitoring the standard of children's work and the quality of teaching in Computing is the responsibility of the Computing Subject Leader and the class teachers. The Computing Subject Leaders are also responsible for supporting colleagues in the teaching of Computing, informing staff of developments in the subject and for providing a strategic lead and direction for the subject in the school.

The Computing Subject Leader will lead:

- Lesson observations
- Review of policy

- Collate an overview of curriculum coverage
- Report to governors
- Complete Pupil Voice
- Impact on lesson planning and working scientifically and practically
- Maintenance of all resources
- Monitor SeeSaw SL folder

The Computing Subject Leaders provides an annual curriculum review and feedback form which will be shared with Governors at the annual Curriculum meeting. The professional development needs of staff are assessed through monitoring and where necessary and possible further training is provided. This may be INSET provided internally or external courses as appropriate.

CPD

The Computing subject leader attends regular courses for latest developments in Computing and this is shared with staff formally (staff meetings) and informally (ongoing professional dialogue). Where staff request further CPD, the subject Leader will arrange in liaison with the head.

Curriculum Risk Assessment and Safety

Staff are asked to use professional judgment with regard to pupil safety in individual lessons. Where it is deemed necessary, individual lesson risk assessments will be completed. The pro forma for this is in the Subject Leader folder on the t:drive.

The school recognises the need for proper risk assessment to be carried out with regard to the incorporation of Computing across the broader curriculum. It is essential that pupils and staff use Computing safely and responsibly at all times. Health and Safety issues in Computing include: taking care with setting up and moving equipment; establishing appropriate working conditions and general electrical safety. All equipment installation and subsequent use will comply with current local and national Health and Safety guidelines and the school's Health and Safety policies.

To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

General usage

Staff should be mindful of potential hazards and health concerns when using Computing and safety rules should be discussed with children when using Computing. There should be sufficient space around workstations for peripherals, papers, books and other materials to be used comfortably. Desk and floor space around workstations should be free of bags and coats, and gangways and exits must be kept clear at all times. Windows should be fitted with blinds to avoid glare for screen users and there should be adequate room ventilation.

When operating a workstation, seating and display height should be correct for the height of pupil. Pupils should look down at the screen, with the top of the screen roughly at eye level.
Portable laptops should be used on tables or a desktop and not on laps.

The mouse should be held lightly in the widest part of the hand with pupils' fingers resting lightly on the mouse buttons so that only very small movement is needed to click a button. The arm or wrist should be supported on the table. In order to avoid eyestrain, pupils should take a break from the computer at least once every 20 minutes and should not constantly lean their head forward. Pupils sharing a computer should be encouraged to make sure that everyone in the group can see without straining.

It is recommended that all users of Display Screen Equipment (computers) take their eyes off the screen and undertake other work for at least 2 minutes every 20 minutes.

Multimedia projectors

Pupils should be supervised at all times during the operation of multimedia projectors. Users should never stare directly into the beam of the projector and, when entering the beam, should not look towards the audience, or class, for more than a few seconds. If possible, users should keep their backs to the beam at all times. (Posters are displayed next to whiteboards or projectors)

Use of electrical appliances

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

Pupils should always be supervised when using electrical equipment and accessing the internet.
Pupils should not be allowed to switch on the power at the mains.
Equipment should be situated away from water.
Pupils should always be supervised when using electrical equipment.

All plugs, leads and equipment should be checked regularly and tested for electrical safety annually.
Pupils should not be allowed to carry equipment.
Computer systems will not be placed near magnets, radiators or have trailing wires, which can be tripped over.
Any problems must report to the Computing Subject Leaders or the office staff.

Resourcing

Hardware is stored in three different places. Every classroom has access to desktop computers (2 — 4). There are currently 8 iPads (2012), 4 iPad minis (2015) and 17 new (2017) 9.7" iPads which are stored in the iPad trolley. The iPad trolley provides easy access to the resources for all members of staff. Teachers are responsible for collecting and returning the iPads at the end of their Computing lessons. When returning the iPads, teachers/Digital leaders are responsible for checking that they are correctly stored and placed on charge if needed. Other Computing equipment is stored in the store cupboard located in the Year 5 classroom.

iPad software (apps) are carefully monitored by the Subject Leaders; including prices. An overview of the apps on the iPads can be found either on the Mac laptop or the individual iPads. We also make use of the apps that come prior installed on the iPads such as 'camera'.

Laptop Itinerary

X3 DELL New Latitude 3460 Intel Core i3 5th Gen-5005U / 4GB / 500GB / 14" LED HD/T.S (A,B and C) X3 chargers (x1 applicable HP charger) - A, B and C	
X2 HP ProBook 450 G3 (D and E) X2 chargers (D and E)	
X1 Acer Aspire ES1-512 (F) X1 charger (F) X1 mouse (trackpad not-working) - F **Hall Laptop**	

X2 HP ProBook 4530s (G and H) X2 charger (G and H)	
Toshiba Satellite Pro r50 (I) Charger (I)	
Toshiba Satellite r830 (J) Charger (J)	
X2 HP 255 G7 (K and L) - ***dFE laptops****	

iPad Itinerary

X17 iPad 9.7” (2017) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17...	
X2 iPad Mini (2nd gen) 18, 19	
X8 iPad (2nd generation) - 2012 - 22, 23, 24, 25, 26, 27, 28, 29	

X2 iPad 10.2” (8th Gen) 2020 - 21 and 22 - **dFE iPads***	
X1 Elgato Greenscreen	
VR headsets x 6	

Kodapillar x 1	

Interactive Whiteboards and LCD Displays

Each classroom is equipped with an interactive whiteboard and multimedia projector or interactive LCD display. Staff need to ensure that each computer and peripherals are kept in sound working order, that all wires are safely tucked away and that a safe and tidy environment exists on and around the computers. Faulty equipment should be ticketed using the online ticket service provided by Hi-Impact. If Hi-impact are unable to solve the problem, the issue is to be reported to the Computing Co-ordinators who will coordinate their referral to the manufacturer if within warranty.

Anti-virus policy

All networked computers are protected by suitable anti-virus software. Regular updates and scans are automatically carried out to ensure the network remains virus-free, however, data can be irretrievably lost through the actions of some viruses and staff will be updated periodically by the Computing Co-ordinators of any virus that is known to be a particular hazard to the school network. In order to reduce the risk of a virus infiltrating a school computer the following protocols should be observed by all staff.

Staff transferring files into school systems via remote storage devices such as memory sticks or discs from home computers should always run the anti-virus software prior to opening files onto the school systems. If in doubt the Computing Coordinator should be consulted prior to opening files. Children should not introduce files from home into school systems without specific permission from a staff member who has adopted the responsibility for running anti-virus checks on such files prior to their use.

Email attachments present a particular danger of virus infection and should not be opened when the identity of the sender is unknown. Any email that is received without the identity of the sender being known should be deleted immediately. If in doubt the Computing Coordinator should be consulted prior to opening files.

Safety and Security

Wybunbury Delves is aware of its responsibilities in ensuring that policies are in place and Computing use by all networks users is responsible, safe and secure. The school is equipped with a firewall and internet filtering device. Internet access is protected and filtered, limiting the contact to unsuitable content. Staff, parents and pupils are asked to sign and return a Responsible Use of Computing Policy and Internet Consent Form. School will work in partnership with the LA, Hi-Impact and the internet Service Provider to ensure Computing systems to protect users are reviewed and improved regularly.

Legislation

Staff should be mindful of appropriate legislation relating to IT with respect to copyright and data protection issues. Transfer and storage of information on the network is governed by the school's data protection and E-Safety policies.

Wybunbury Delves aims to ensure the safety and security of any material of a personal or sensitive nature, so that staff and pupils are protected both within and outside the school. Users have various levels of access, according to their role within the school and do not have access to data, which is not relevant to their role. Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998. The school will ensure that the use of materials by staff and pupils complies with copyright law.

Child protection and Internet access

Computer networks, including those that may be accessed via the internet, are an important aspect of information technology education. However, they present risks to the spiritual, moral and social development of pupils, particularly in terms of the nature of some material which may be obtained via the internet. The school's E-Safety procedures will be reviewed annually in order to stay abreast of technological developments. It is essential therefore that all staff are familiar

with the procedures and that all pupils use of the network and in particular the internet is governed by the Rules for Responsible Use of Computing Policy and E-Safety Policy.
Pupil use of email in school is administered through class email and monitored by the teacher. Staff are provided with school email and will be subject to the Staff Information Systems Code of Conduct.

Online Safety

Computer networks and new technologies, including those which provide access to the internet, are an important aspect of information technology education and can enrich and extend learning activities. However, they present possible risks to the spiritual, moral and social development of the pupils, particularly in terms of the nature of some of the material which may be obtained via the internet.

The school has acknowledged the need to ensure that all users are responsible and safe users of the Internet and other communication technologies. All staff have a responsibility for ensuring that pupils are not able to access unsuitable material, and that pupils are supervised when using the internet.

Access to the Internet from any workstation within the school is through a firewall and filtered. Pupils are encouraged to login into the school website where pre-selected websites and child friendly search engines are available.

Hector's World is installed on all computers and children are taught to click Hector if something they don't want to see appears on the screen.

Parent guides and newsletters and available on the school website. PC Nick online safety talks are also completed within school PSHE time.

School has developed an E-Safety policy, adopting CDAT's Online Safety Policy and CDAT's Social Media POLICY. The policy will operate in conjunction with other policies including those for Student Behaviour, Bullying, Curriculum, Data Protection and Security. Rules for responsible Computing use will be displayed in rooms with computers with internet access. E-safety complaints will be dealt with as outlined in the schools e-safety policy.

In terms of curriculum, all classes are exposed to online safety lessons throughout all three terms. This is evidenced through the SeeSaw SL folder. We have also developed our own online

safety website - https://esafetywd.weebly.com/ - whilst also using the website news to promote app/gaming guides for parents via National Online Safety.

COVID-19 Build Upon Learning

Due to the 2020 lockdown and loss of learning due to COVID-19, we have made the decision to carry over coding courses. This ensures that no child has any gaps within their coding lessons and supports them in their coding journey at Wybunbury Delves. Children will also spend time consolidating key coding vocabulary and revisit previous learning throughout the autumn term.