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# Computing Policy

Reviewed on: 20th May 2024

Next Review due: Summer 2026

Signed by: Chair of Governors

Signed by: Headteacher

## Introduction

The use of information and communication technology is an integral part of the 2014 National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. We recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

Computing is concerned with how computers and computer systems work, how they are designed and programmed. Pupils studying Computing will gain an understanding of computational systems of all types, whether or not they include computers.

## Rationale

The school believes that ICT and computing:

- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

## Purpose

This policy sets out how Computing is taught and what the curriculum covers.

## Related Policies

- Safeguarding policies
- Acceptable Use Policy
- Online Safety Policy

## Entitlement

**Foundation Stage:** It is important in the Foundation Stage to give pupils a broad, play-based experience of ICT and Computing in a range of contexts, including outdoor play. Elements relating to the Computing curriculum are stated in Knowledge and Understanding of the World: Technology.

Our pupils will gain confidence, control and language skills through opportunities to explore using non-computer based resources such as bee-bots, remote controlled vehicles, cameras and film making equipment. Pupils also have access to appropriate websites through use of laptops and can access various iPad apps to help them progress with phonics, programming, etc. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

**Key stages One and Two - National Curriculum computing content:**

| Aspect | Key Stage One Aims | Key Stage Two Aims |
|---|---|---|
| Computer Science | – Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions<br><br>– Create and debug simple programs<br><br>– 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<br><br>– Use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>– Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br><br>– Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web<br><br>– Appreciate how search results are selected and ranked |
| Digital Literacy | – Recognise common uses of information technology beyond school<br><br>– Use technology purposefully to create, organise, store, manipulate and retrieve 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<br><br>– Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content |
| Information Technology/ Online Safety | – 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 | – Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact<br><br>– Understand the opportunities [networks] offer for communication and collaboration |

## Resources and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school. The school currently employs IT support through Parkertron on a 1 day a week contract. Staff are asked to log problems on a staff portal. Remote access is also available throughout the week to solve issues occurring at other times. Our ICT support, (Parkertron) will also be used, where appropriate, to deliver lessons or team teach alongside staff, as a means of ongoing staff training and support.

## Planning

The school uses Teach Computing units to support and deliver the computing curriculum, ensuring all strands of the curriculum are covered across phases over a two-year curriculum cycle.

Computing is taught in weekly Computing lessons. A cross-curricular approach is delivered where possible, and appropriate, in English, Maths, Science and Topic through the use of iPads/laptops/cameras and the utilisation of Smartlab applications available to us through our Smartboard licensing agreements.

Staff training through companies such as 'Barefoot', 'Teach Computing' and 'Future Learn' also help and support staff to deliver their lessons using current thinking and up-to-date software and hardware.

## Assessment and Record Keeping

Teachers regularly assess pupil capability through observations and looking at completed work. Each learning objective is recorded and assessed by teachers and can be found in the Shared Google Drive.

Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. As assessment is part of the learning process and it is essential that pupils are closely involved.

An example of each child's work is saved, when possible, in the **Student Shared** area on the school network within the computing section. Each class has a class red book that contains examples of work (either photographs or screenshots), comments from children and key vocabulary to show progress, reflecting a range of abilities and skills. Each child is asked to reflect on their learning at the end of each session and self-assess their understanding, what they think went well and areas to improve. Teachers then use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year.

Early Years record evidence of learning through Tapestry Observation and assessment.

A selection of this work is saved on the network at the end of the current academic year and then the rest of the work is deleted.

## Monitoring and Evaluation

The Computing Subject Lead is responsible for monitoring the standard of the children's work and the quality of teaching. The subject leader is also responsible for supporting colleagues in the teaching of Computing.

## Equal Opportunities

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge wherever possible.

## Health and Safety

The school is aware of the health and safety issues involved in children's use of ICT and computing.

• All fixed electrical appliances and all portable electrical equipment in school is tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment into school but if this is necessary, then the equipment must be PAT tested before being used in school.
• Damaged equipment should be reported to the head teacher who will arrange for repair or disposal.
• Children should not put plugs into sockets or switch the sockets on.
• Trailing leads should be made safe behind the equipment.
• Liquids must not be taken near the computers.
• Online - safety forms an integral part of the curriculum and the school will deliver further education through assemblies, PSHE sessions and whole school online safety days.

## Security

• The computing technician (Parkertron) will be responsible for regularly updating anti-virus software.
• Use of ICT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP.
• Parents will be made aware of the 'acceptable use policy' at school entry.
• All pupils will be aware of the school rules for responsible use on login to the network and will understand the consequence of any misuse.