COMPUTING POLICY

This Policy was approved by Governors in:	February 2022
This Policy was shared with staff in:	February 2022
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	Termly
The Policy will be reviewed every 2 years or more regularly if needed.	
Policy Review Date:	November 2021
Date of next Review:	**November 2024**

Purpose

This policy reflects the school values in relation to the teaching and learning of and with computing. It sets out a framework within which teaching and support staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with our scheme of work for computing, which sets out what pupils in different year groups will be taught and how computing can enhance the learning in other areas across the curriculum.

Introduction

Computing aims to prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. It is inevitable that children will be required to use computing in the future so we aim to teach children the skills they will need to use technology efficiently.

Our vision is for all teachers and learners in our school to become confident users and creators of computing technology so they can develop the skills, knowledge and understanding which enables them to use the appropriate computing software and hardware as powerful tools for teaching and learning.

Aims

At Poverest Primary School we aim to:

- Teach all children to use computing with purpose and enjoyment, building confidence in their individual abilities.
- Help all children to develop a clear foundation of skills to make effective use of a wide variety of computing tools.
- Maximise the effective use of computing as a tool across the curriculum within individual subjects and cross-curricular themes.
- Develop the communication component of computing to enable children to share their own work with audiences beyond their physical boundaries.
- Meet the requirements of the National Curriculum for computing and the computing components of all other areas of the curriculum to a high standard.
- Provide a high standard of hardware and software to enable children to take part in the technological revolution of the twenty first century.
- Continue to train staff in the skills required to teach computing enthusiastically and effectively.
- To ensure computing is used, when appropriate, to improve access to learning for pupils with a range of individual needs, including those with SEN and disabilities.

Standards to be Achieved

National Curriculum guidelines set out what is to be taught at both KS1 and KS2 in computing. EYFS follow guidelines towards the early learning goals.

Standards of Learning

Our scheme of work recognises the need to develop skills in computing. Children will be set tasks in order to learn these skills. These skills may be taught using a computer or an iPad, as well as other types of hardware – microphones, cameras etc.

Styles of Teaching

One of the aims of teaching computing is to foster competence in the use of a world full of technology. We aim to achieve this through teaching the appropriate skills for each age group, building on skills already learnt and following the general guidelines in our teaching and learning policy.

Assessment

Computing is assessed both formatively and summatively. Formative assessment occurs on a lesson by lesson basis, based on the lesson objectives and the outcomes in the scheme of work. These are taken informally by the class teacher and are used to inform next steps and future planning.

Summative assessment will take place at the end of each topic or skill taught through a planned activity.

Curriculum Planning

Class teachers plan for their class. They plan for teaching computing skills using our scheme or work and also for the use of technology to support or enhance the learning in other subjects.

SEN and Differentiation

All children at Poverest Primary School have access to computers to enable them to fulfil the requirements of the scheme of work and the computing component of all other areas of the curriculum. Teachers use their own professional judgement when planning for different groups, to ensure equal opportunity for all children.

To support SEN pupils, software is purchased by the SENCO to fulfil particular needs and is primarily used in the classroom. Requirements relating to particular statements of special educational needs are discussed by the SENCO and the Computing co-ordinator and individual provision made where appropriate. Children who are on the school SEN register have access to the full curriculum with adjustments made to the scheme relating to their capability.

Staffing and Resources

Children learn about computing through a range of software programs on the computer or online and through apps on the iPads. Our scheme of work is skills based and is aimed at ensuring progression in computing skills in all National Curriculum areas from Reception through to Year 6. All classes have access to the school's computers and iPads.

Health & Safety

It is advisable to limit the amount of time children spend on a computer in any one session. It is advised that screen breaks of at least ten minutes are given within any one hour. Equipment should be easily accessible and securely balanced. Leads should be safely tucked away. Electrical safety follows the school policy and procedures on Health and Safety.

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. They will also be taught about e-safety discreetly and in every activity but will have explicit lessons using 'Be Internet Awesome' with Google Education, alongside displays which provide advice and guidance.

Cross-Curricular Links

Computing is a cross-curricular subject. Computing programs can be fitted into topics, which make the application of computing more relevant to the children.