COMPUTING POLICY

This Policy was approved by Governors in:	December 2024
This Policy was shared with staff in:	December 2024
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 2024
Date of next Review:	**November 2026**

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.

The National Curriculum Aims

Key stage 1:

- 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:

- 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.

EYFS

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including off-computer activities and outdoor play. Our EYFS learning environments introducing computing through experience in the real world, such as in role play. Children establish the foundation of computational thinking skills either through role-play or cross curricular activities which involve sequence, patterns, logical steps and repetition. Children gain knowledge, control and language skills through opportunities such as 'programming' each other using instructions or directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys. Relationships established in early play and developing social skills involved in friendships, compassion, and living well together is the underpinning for E-Safety teaching in creating positive social norms online for a respectful online community

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

Our planning is based on The Kapow Scheme which uses the National Curriculum.

In order to achieve coverage over the course of a school year, teachers will need to teach Computing both as a required discrete subject and integrating cross-curricular opportunities. Teaching of computer science and e-safety should be taught as discrete. Teaching of computing should be taught in a cross-curricular fashion.

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.

Our Kapow Scheme of learning also provides adaptive teaching opportunities for those who need support with their learning and for those who can have their learning extended through depth of learning.

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, Chromebooks and iPads. All children from Years 2 – 6 have an individual Chromebook which they have access to daily. Children in The Orchard, Reception and Year 1 have access to 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 The Kapow Scheme of Learning, alongside displays which provide advice and guidance.