St Peter's Church of England Primary School Computing Policy

(with reference to Programme of Study 2014, DfE)

Introduction:

This policy expresses the school's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and monitoring. It was developed by the Computing Subject Leader, through discussion with teachers and the leadership team and based on Computing programmes of study (POS): EYFS, Key Stages 1 and 2 (*DfE September 2014*).

Computing Intent:

- At St Peters, our computing curriculum intends to prepare the children for the ever changing world of technology and develop their skills for the future. We intend to provide the children with an exciting and enriching curriculum designed to enable them to use computational thinking and creativity to develop their understanding of the world.
- Our computing curriculum has deep links with mathematics, design and technology and engineering. Our curriculum also encourages children to use ICT and computational thinking to create work, solve problems and develop thinking which in turn will help to them to contribute to the society we live in, as adults.
- We intend for our pupils to be fluent with a range of tools and programs and hope that by Upper Key Stage 2, children have the confidence and independence to choose the best tool and program to fulfill a task or challenge set by the teachers.

Computing Implementation:

- A clear and effective computing scheme of work which provides coverage in line with the National Curriculum.
- A clear progression document which embeds and covers all elements of the computing National Curriculum and details the logically sequenced skills and knowledge to be taught in each year group ensuring clear progression and the acquisition of age-appropriate skills.
- Progression in teaching and learning across all key stages within the strands of computer science, information technology and digital literacy.
- Analysis of pupils' work and learning walks to ensure progression and NC coverage.
- Children will have the opportunity to explore, discuss and respond to key issues including cyberbullying, online safety, social media and security.
- Wider curriculum links are implemented including links with mathematics and design & technology.
- The importance of online safety is high profile which is reflected in school displays and further coverage is completed throughout the key stages.
- Parents are informed when issues relating to online safety arise.
- Student accounts available for remote learning access.

Computing Impact:

- Children will be prepared for future education, with a bank of computing skills and knowledge.
- Children will be confident when using technology and be able to achieve their desired goals.
- Children will be able to use their computational thinking and apply this to their everyday lives.
- Children will have a secure and comprehensive knowledge of digital systems and technology.
- Children will be able to apply the British values (democracy, tolerance, mutual respect, rule of law and liberty) when using different systems and technology.

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Curriculum coverage and progression:

- Planning for Computing is implemented using two core documents: the **National Curriculum Programme of Study for Computing** and the **Statutory Framework for Early Years Foundation Stage**.
- Medium term planning takes account of differentiation and progression and aims for progression in Programming, Online Safety, Multimedia, Handling Data and Technology in our Lives
- Key skills in information technology are developed through Networks, Programming, Multimedia, and Data Handling. Sessions are integrated into and applied to learning in other curriculum areas.
- Digital Literacy (including Online Safety) is developed through classroom and school activities, to build the skills, understanding and responsibilities of being a Digital Citizen. Where appropriate, on-going reference is made to E-Safety in all curriculum areas.
- We aim to identify opportunities for technology to be used as a tool to support learning and teaching in curriculum planning. In particular, resources are deployed to enable access to the curriculum and overcome barriers to learning.

Assessment:

- Formative assessment is used by the teacher and/or teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and are used to inform future planning.
- Children are aware of the 'I can' statements and are encouraged to set success criteria for their work.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Teacher's judgments are supported through an electronic and physical portfolio of evidence which provides examples of age-expected attainment.
- Information is shared with the school community through the school website, display, celebration events, and newsletters.

Early Years:

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- The Foundation Stage Teacher keeps a record of all the areas covered.

Online Safety:

- A progressive Online Safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about Online Safety are also part of PSHE and reinforced whenever technology is used.
- The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti-Bullying week in the Autumn term. Events are held throughout the school year promoting and emphasizing the importance of Online Safety.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.

- The school has an Online Safety policy in place that details how the principles of online safety will be promoted and monitored.

Monitoring:

- The impact of the Computing curriculum is monitored regularly by the Computing subject leader through pupil discussion, samples of work and discussion with teachers. Data analysis is also used.
- Systematic monitoring of all threads of Computing informs the subject leader and school development plan.
- The Computing leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of an individual teacher's performance management plan.
- All staff are encouraged to feedback to the Subject Leader on how well the curriculum is being implemented and to make suggestions to improve it further.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for Computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more-able and SEN pupils are met.
- The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum. This matter is also considered if setting homework.

Resources:

- The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National curriculum. We maintain a list of resources used in each phase.
- Online tools such as Scratch coding and others are part of the experience of pupils.
- The Computing subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider.
- The Computing Action Plan expresses the school's priorities for future expenditure and is reviewed by the Computing subject leader, governors and senior management who consider its impact on all learning.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.
- Old resources are disposed of in line with environmental disposal policy and the school's data protection policy where these are applicable.

Roles and responsibilities:

- The school community works together to ensure the implementation of the Computing policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.

- Subject leaders in other curriculum areas are responsible for recognizing the links between computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- The Class Teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate. Cross-curricular links are made wherever possible.
- The school receives technical support from an external agency, who are responsible for the maintenance of computers, printers, the school network and keeping software up to date.

Health and safety:

- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's health and safety policy.

Review:

- This policy will be reviewed every three years by the Computing subject leader and leadership team and shared with the school community.