Computing Policy

To be read alongside the E-safety policy

Introduction

This policy has been developed to express the aims of Pitton Primary School's teaching and learning of computing. The policy should be read in conjunction with the E-safety policy. All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment.

Purpose

We believe that a computing curriculum that is both creative, engaging and well-structured allows the development of:

- Computational thinking.
- Creativity to develop and stretch learning.
- Ability to make strong links across the curriculum and to real-world usage.
- Understanding and knowledge of principles of information, computation, how digital systems work and how to apply this to programming.
- Digital literacy – The ability to express, explore, and use ideas through the use of computing skills, including safe internet use.

Curriculum coverage and progression

Planning for computing is implemented using two core documents:

- **The national curriculum Programme of study for computing (DFE 2014).** The programme of study has been designed to progress and stretch individual learners as they develop throughout the school while adhering to a growing array of resources to both broaden and raise knowledge. The Programme of study focusses on three key areas:
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  - Computer science
  - Information technology
  - Digital literacy (including e-safety)

- **Education for a Connected World – 2020 edition, a framework to equip children and young people for digital life.** This framework ensures our programme of study is keeping in line with current issues and that all of the children are equipped with the knowledge they need for digital life at their current stage.

Within each year group, the key areas are taught to an age-appropriate level, building knowledge as they develop throughout the school. Each year the children apply their learning through projects designed to give real-world and STEM application to the lessons taught.

E-safety and being a responsible digital citizen are introduced early in the teaching and reiterated throughout all of the aspects covered to ensure application of this within all areas of computing.

Early years foundation stage (EYFS)

Within the EYFS it is important to give a broad play-based experience to digital literacy Computing is explored in a range of contexts (including outdoors and roleplay situations), both child-initiated and adult-led, to enable confidence, control and development. Children are encouraged to explore (and recreate through play) real-world uses for technology and use this technology to perform the age-appropriate application of skills developed. Non-computer based resources such as walkie talkies, Beebots, recording devices and cameras and tablet use support children to develop across the 17 areas of the EYFS curriculum.

Cross-curricular Learning

Computing skills are developed and applied through core and foundation subjects within all years of the school. Learners are provided with opportunities to enrich and deepen their learning with technology and computing incorporated into all subjects.

Pupils with Special Educational Needs and Disability (SEND).

We believe that all children have the right to access computing and ICT resources. To ensure that learners with SEND achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils. Computing resources provide learners with SEND opportunities to further their learning through online resources, software and hardware and to support learning across the curriculum.

Able, Gifted and Talented (AGT) Pupils

Additional resources for AGT pupils will be made available to support and challenge.

Parent Involvement

Parents are encouraged to support computing at home, through home learning tasks, the completion of projects using computer programmes and researching information as well as homework across the school being delivered through the Class Dojo online platform.

Assessment and Record-Keeping

Progress is assessed on an ongoing basis against 'I can' statements for each area of computing. This ensures teachers are aware of individual progress against attainment targets set through the six terms in the school year. Formative assessment is used by the class teacher during whole class/ group teaching to assess pupil's confidence and difficulties in learning are observed to inform future planning.

Each class teacher maintains a record in line with foundation subject assessments, indicating pupils exceeding at or below expected attainment across each of the areas covered within the computing curriculum/ programme of study for each of term of the school year. Within the EYFS assessment of development is recorded through observations linked to the Development matters ages of development statements and the expected and exceeding statements at the end of this stage. This record is then passed to the next class teacher to inform future planning, ensuring a consistent development of learning for all learners.

Children are aware of the goals set for them by each 'I Can' Statement and are encouraged to develop and stretch success criteria for their work. Learners are encouraged to evaluate their own and others work in a positive, supportive and constructive environment.

Open questioning is used to challenge and support the explanation of thinking.

The subject lead is responsible for monitoring the standard of the children's work and the quality of teaching through pupil discussion, reviewing samples of work and discussions with teachers.

Equipment, Resources and Internet Access

The school has a range of equipment available to support the delivery of the computing curriculum. Equipment includes:

- An interactive (touch) flat screen in each classroom, including our intervention classroom.
- Laptops connected to the school network (7 of these have clicker 7 installed)
- Reconditioned Ubuntu laptops used for coding with microbit emulators, scratch, and digital music editing software (one also set up for Lego robotics)
- 1 green screen
- Ohbot educational (programmable) seven motor expressive robot head and emulator software
- Microbits
- Micro bit buggy (programmable)
- STEM mouse
- Various Beebots, Probots, walkie talkies and recording devices

Internet Access

Internet access in school is a necessary part of the statutory curriculum. It raises educational standards, supports the professional work of staff and enhances the schools management of information and business administrations systems. Internet access allows for up-to-date digital literacy of learners and to keep education inline and up to date.

Online tools are part of the everyday experience of pupils and provide a wide range of benefits, including:

- Access to worldwide educational resources
- Inclusion in government and county initiatives
- Information and cultural exchange between students worldwide
- Discussion with experts in many fields for pupils and staff, including advisory and support services, professional associations and colleagues.
- Staff professional development
- Access to educational materials and good curriculum practice
- Exchange of curriculum and administration data with the Local Authority and DCSF
- The promotion of home and school learning opportunities.
- Providing education consistent with the real-world use of the internet and computing technology.

The majority of access to the internet in EYFS and Key Stage 1 is led by class staff through a small group of adult-led demonstration. Children are also supervised to access specific approved online materials which are supervised by the classroom adults at all times.

Internet access in Key Stage 2 is supervised within the whole class and small groups as part of learner's development of digital literacy skills. Learners will be expected to use teacher-directed sites as well as the internet to search for information.

Pupils are made aware that the writer of an email or the author of a web page may not be the person claimed. They are encouraged to tell a teacher (or an adult if in another environment) immediately if they encounter any material that makes them feel uncomfortable. This guidance is the first computing session taught to all learners on entry to the school. It is reiterated throughout all lessons where children are using online content on an individual or shared piece of equipment where this situation could potentially occur.

Health and Safety

In addition to general health and safety issues:

- Pupils are not permitted to put plugs into sockets or switch sockets on.
- Trailing leads are to be made safe behind equipment
- Liquids must not be taken near computers or electronic equipment
- Magnets must be kept away from all IT equipment.

Inappropriate Use

Prompt action will be taken if a complaint is made. The facts of the individual case will be established, and a pupil may have email, internet or computer access denied for a period of time depending on the nature of the incident. In the case of serious transgressions, the schools' Behaviour Policy will be implemented. Parents will be informed, and they will be asked to work in partnership with the school to resolve any such issue.

Computing Policy

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Reviewed by: Computing Lead, HT, LGC

Ratified:

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