Stoke Prior First School

Computing Policy

(see also Acceptable Use of the Internet Agreement & Health & Safety Policy)

1 Aims and objectives

Children should be able to understand and apply the fundamental principles and concepts of computer science, information technology and digital literacy and be able to analyse problems in computational terms. They should be taught to become responsible, competent, confident and creative users of information and communication technology as a digital citizen of the 21st Century. We believe every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

2 Teaching and learning

We give the children direct instruction on how to use hardware or software with the main emphasis of our teaching is for individuals or groups of children to use it to help further their Computing skills and understanding.
We differentiate by:

- using peer support – partnering children of different abilities
- setting tasks which are open-ended and can have a variety of responses
- providing resources of different complexity that are matched to the ability of the child
- using teaching assistants to support the work of individual children or groups of children.

3 The curriculum

We teach the skills set out in the National Curriculum through the corresponding programme of study. Refer to the Policy on Curriculum for further detail.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 4. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of meets the national vision for Computing.

Children's use of the internet at school is always supervised and they are taught the online safety SMART rules to support them. Online safety is taught termly in each class through the Project Evolve curriculum, in addition to having a focus in Online Safety Week and reviewed before relevant topics. (See Acceptable Use of the Internet Agreement).

4   The contribution of Computing to teaching in other curriculum areas

We teach Computing as a curriculum subject and also as a tool for children to increase computing capability. Computing offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, to help children understand concepts more quickly. Computing enables children to present their information and conclusions in the most appropriate way. Specific software supports children's learning greatly in other curriculum areas e.g. online applications.

5   Computing and inclusion

We teach computing to all children, whatever their ability, with the aim for all children to achieve their full potential. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEND. Computing forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our computing teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs via differentiation. Assessment against the National Curriculum allows us consider each child's attainment and progress against expected levels.

6   Assessment for learning

We assess the children to ensure that they make progress. Learning objectives and outcomes are shared with the children and regular feedback is given so that they know how well they are doing.   Formative assessment is undertaken verbally during each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the online portfolio of work that children gather as they complete tasks, both teachers and pupils can evaluate progress and assess accurately. Overall attainment is reported to parents through the annual written report. A record is kept of the attainment children achieve on an end of year computing assessment tracker.

7   Resources

Our school benefits from desktop computers, a portable trolley with laptops and a set of Reception, KS1, and KS2 iPads. These resources successfully deliver the Computing curriculum.

The Computing Subject Leader and ICT technician deal with hardware and software issues that occur. The technician also sets up new equipment, installs software and peripherals and makes regular checks and carries out updates on the server, laptops, iPads and classroom PCs.

In order to keep our school computers virus-free, no software from home is installed on school computers. Teachers who are transferring files between their home and school, must have up-to-date virus protection software on their home computers. Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.

8   Monitoring and review

The coordination of the computing curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in computing and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in computing and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work.

PERSON(S) RESPONSIBLE:	A DAVID
DATE POLICY AGREED:	January 2024
TO BE REVIEWED BY:	January 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)