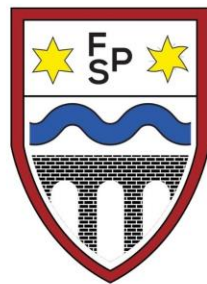




FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



COMPUTING POLICY

JANUARY 2022

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Revisions

Written by : Mark Hadfield

Date : 04/01/2022

Review date: 01/01/2023

Revision 1:

Context

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 in **January 2022** by the Computing subject leader **Mark Hadfield** through discussion with teachers and the leadership team and based on Computing programmes of study (POS): key stages 1 and 2 (*DfE September 2014*). **It will be reviewed in January 2023.**

Statement of Intent

At our school we want pupils to be MASTERS of technology and not slaves to it. Technology is everywhere and will play a pivotal part in our learner's lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely.

We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use.

We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology

We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils.

Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively, which will in turn help our pupils become skilful computer scientists. Our curriculum fulfils the requirements of the National Curriculum.

We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and *challenge set by teachers*

Aims:

- The Computing Subject Leader and leadership team support staff to deliver a high-quality computing education.
- Computational thinking – the ability to solve problems in a creative, logical and collaborative way – is developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science.
- Pupils become responsible, competent, confident and creative users of information and communication technology.
- Pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Opportunities for communication and collaboration develop understanding of the purposes for using technology and these are used to bring together home and school learning experiences.
- Technology is used imaginatively to engage all learners and widen their learning opportunities and future employment opportunities.
- Pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
 - Develop computing skills, knowledge and understanding
 - Develop an understanding of the wider applications of computer systems and communication technology in society
 - Develop independent and logical thinking through reasoning, decision making and problem solving
 - Develop imagination and creativity

Implementation

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
- Long term planning has been developed using the Somerset eLIM Computing Progressions and demonstrates coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage as identified in the Computing POS.
- Medium term planning takes account of differentiation and progression and is based on Somerset progressions in Programming, Online Safety, Multimedia, Handling Data and Technology in our Lives.
- Exemplification planning by the Somerset Wessex Computing Project has been used to support short term planning.
- The computer science aspects of Computing are taught discretely through the Programming and Technology in our Lives threads of Somerset's computing model.
- Key skills in information technology are developed through Multimedia and Handling Data threads and are integrated into learning in other curriculum areas.
- Online Safety is developed through focused Online Safety sessions, through PSHE and, together with the threads of Technology in our Lives and Multimedia, builds the skills and understanding of Digital Literacy.
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning.
- In both key stages, computing is taught on a weekly basis, unless it is agreed to block learning.

Assessment

- Progress is assessed on an on-going basis using the Somerset 'I can' statements for each area of Computing. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.
- Self and formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.
- Each class teacher maintains a record, indicating pupils that are working beyond or below age-expected attainment. This is passed on to the next class teacher.
- 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 portfolio of evidence which provides examples of age-expected attainment.

- Information is shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.

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 uses the Somerset Continuous provision map to plan for technology in a range of contexts.

Safeguarding

- 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 part of PSHE and reinforced whenever technology is used.
- Clear rules for online safety are agreed by parents and pupils every year as part of the Home School Agreement.
- The ActiveBYTES scheme is used to ensure progression and coverage; and provides positive rewards for responsible use of technology.
- 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.
- Opportunities are taken whenever possible to reinforce messages of a healthy lifestyle.

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

Equal opportunities and SEND

- 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.

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 and an electronic portfolio.
- 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 individual teacher's performance management plan.

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 Purple Mash, My Maths, TT Rockstars and Discovery Education 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.
- Hardware and software faults are logged by the class teacher/staff members on a secure online portal.
- 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 Blackburn with Darwen Borough Council's 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 recognising the links between computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- The Computing subject leader provides an annual report to governors on the impact of the Computing curriculum and how resources are being effectively deployed. Governors may include Computing in their learning walks around 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.
- The school receives technical support from CrystalBE and the technician is responsible for the maintenance of computers, printers, the school network and keeping software up to date. The subject leader liaises with the technician to ensure that the systems are running efficiently.

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.

Promoting the love of reading

Within our reading provision, children have access to e-books through Oxford Owl and other third part sources. Through computing we promote the use of digital services to enhance our reading opportunities.

Training, support for staff and connected experts

Through our links with Somerset's Support Service for Education, we routinely access support and advice from their Computing team, linked to our scheme of work. This includes support for the subject leader.

The school's computing leader routinely offers bespoke support to staff as required in order to deliver the curriculum effectively.