Newington Community Primary School

COMPUTING POLICY

2023-2024

Amended:	**Term 1 2023**
Updated by:	**Eve Goldsmith**
Approved by the Governing Body:	
Signed:	**(Chair of Governors)**
Review:	**Term 1 2024**

Ambition, Achievement, Aspiration

Intent

The intent of the Computing curriculum:

We will develop our pupil's experience of computing in an engaging, safe and secure way so that they are able to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. The school community will promote technology use, across the curriculum, which is a natural as talking or writing and will strive to harbour good home-school computing links wherever appropriate.

We aim to develop within the children:

- Confidence and proficiency in the key computing capabilities through explicit teaching of key computing capabilities, which are then embedded across the curriculum
- An appreciation and proficiency in the use of computing in the context of the wider world through the use of 'real' contexts of computing and home-school computing links
- To promote both autonomous study and collaborative group work through the provision of broad ranging computing activities and tasks
- To develop the ability to use computing appropriately and to choose software suitable for a particular task by providing the children with key capabilities and skills in the key strands of the National Curriculum for computing
- To continue to investigate and implement innovative resources that will appropriately enhance the pupil's experiences of computing and teacher's use of computing to support all of their teaching

Implementation

Curriculum Coverage and Progression

Long term planning demonstrates coverage and progression of the key objectives for computing. The teaching and learning of computing is planned from the National Curriculum Program of Study for Computing. Opportunities for embedding technology as a tool to support teaching and learning are identified in both computing planning and the planning of other curriculum subjects.

All pupils from the EYFS through to KS2 will be taught key computing skills through 3 key strands:

- Computer Science
- Information Technology
- Digital Literacy

Learning Styles and the Learning Environment

All learning styles will be considered when planning for computing.

From the moment that children enter school they will have access to a computer technology rich learning environment where they will be encouraged to use technology in a variety of ways to support their learning across the curriculum.

Open questions will be developed to challenge children's thinking and learning.

Independent learners will have access to a variety of resources and be encouraged to reflect on the choices that they have made.

Planning

Staff will plan for the delivery of computing predominantly through other curriculum areas. There will of course be the need to deliver aspects of computing discreetly; however, the school recognises the importance of ensuring that pupils are able to apply their computing skills in a broad range of contexts, including those that reflect real life experiences and contexts.

Computing is delivered through a variety of teaching and learning methods e.g. whole class, group and individual work. Differentiation and progression are ensured by a variety of approaches such as:

- Same activity but different expectations of outcome
- Same theme but different levels of input
- Allowing for different pace of working
- Developing different modules of work at different times of the year for different abilities

Pupils will have the opportunity to participate in a variety of activities to learn to use computing skills and apply these in a meaningful context. They will also evaluate how computing is used in everyday life and compare this with the way they use it in school through:

Short directed activities to practise a specific skill

Activities within a subject context to practise and develop skills acquired

Open-ended activities that allow pupils to choose which tools to use or to select from a variety of media

Whole class discussion to allow reflection on the use of computing

Cross Curricular Skills and Links

The nature of computing as a tool means that there will be many opportunities for links with other subjects. Teachers will plan some activities that emphasise the development of computing capability and others which support the subject being taught. They must refer to subject schemes of work when planning for computing.

5 AEN and Inclusion

Positive use of technology will be promoted by all and the school recognises that pupils with AEN will be entitled to the same access to computing as their peers. In planning lessons, teachers will identify the learning goals for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or providing peer or adult support for

children will difficulties.

The school recognises the possible advantages and benefits of the use of computer technology by children with special educational needs. Using computer technology can:

Address children's individual needs Increase access to the curriculum Enhance language skills

6 Equal Opportunities

We ensure computing is accessible to all children in full accordance with the school's Equal Opportunities Policy.

7 Home, School and Community Links

Computing developments and achievements are shared and a positive relationship fostered with home, school and the wider community. The continued development of the school's online presence, including the school website and further use of shared online resources, will play a large role in harbouring these links.

The school will develop the ways in which computing is used to support learning beyond the classroom, including supporting parent/carer and pupil's awareness of safe and appropriate online behaviour (this is covered in the separate e-Safety Policy).

The school will continue to work with local schools to ensure good practice in computing, both

8 Liaison and Transfer Between Settings

Children's attainment in computing is shared with practitioners/teachers in each setting involved in the transition of pupils to and from our setting.

9 Provision and Resources

The school has a set of 32 notebooks for each year group and two sets of IPads. Each class has provision of networked computers in addition to an interactive whiteboard and laptop and IPad for each staff member.

The school has a range of other computer technology equipment that supports learning across the Computing Curriculum and includes robotic toys, cameras, video recorders, CD players and scientific data sensing and logging equipment.

Additional resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum.

An asset register is maintained and any purchases are dealt with in accordance with the Asset Management Policy.

10 Health and Safety

(Relevant acts - The Health & Safety Act 1974; Directives from the EEC notably EC 90/270;

General Product Safety Act 1974; Environmental Protection Act 1995)

Much of the equipment is electrically driven. The relevant Health & Safety implications are covered in them school's Health & Safety Policy. The school meets all compulsory Health & Safety requirements.

Faulty equipment must be brought to the attention of the co-ordinator or the Head teacher. Equipment that is no longer functional is reported and disposed of using the mechanisms

outlined within the school's Asset Management Policy.

11 Security

The school has an alarm system installed throughout. All equipment is security marked and registered as per the Asset Management Policy.

The network server and stations are secure against unauthorised access to both the management system and users' files. All the files on the network are backed up each weekday night. Our access to the Internet uses a filtering mechanism by our broadband provider. This screens out any web pages that are unsuitable for children and filters e-mail traffic for offensive language.

All laptops that are taken off-site are secure against unauthorised access and staff assume responsibility for ensuring that they are kept safe.

Data that is transferred via the use of memory sticks or other portable devices should be kept to an absolute minimum and the use of encrypted devices is essential.

12 Continued Professional Development

Opportunities for training are offered wherever possible; to meet whole school needs as well as those of individual teachers. Specialist training is provided to match specific needs; alternatively, the co-ordinator facilitates provision for general training and support.

Impact

Roles and Responsibilities

All stakeholders will work together to ensure the implementation of the computing policy.

The Subject Co-ordinator is responsible for monitoring curriculum coverage and the impact of teaching and learning.

Assessment

Teachers will apply the principles of assessment for learning wherever possible in the children's learning of computing. Practitioner observations, summative and formative assessment fully informs future planning and progress is assessed using the key objectives for computing. Practitioner judgements are supported through agreement trialing and a portfolio of evidence. Children are encouraged to evaluate their own and other's work in a positive manner and with supportive evidence.

At the time of writing the school is developing the use of new assessment materials in order to ensure that there is consistency in the assessment and tracking of pupil's attainment in computing.

Monitoring

Regular monitoring of all aspects of computing informs the subject co-ordinator and school development plan and SEF.

The coordinator will undertake a range of monitoring activities including work sample scrutinies and lesson observations.