

Computing Policy



PICKNALLS FIRST SCHOOL

Approved: Spring 2023

Due for review: Spring 2024

Part of the Uttoxeter Learning Trust



Introduction:

At Picknalls First School, we believe that every child deserves access to quality ICT lessons that will prepare them for an ever-changing society where it is crucial that they understand how to use technology accurately and safely. ICT is an integral part of the National Curriculum and a key skill for everyday life. 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 summer 2021 by the Computing subject leader, Miss Adams.

Purpose:

We believe that an engaging and motivating Computing curriculum will enable our learners to:

- Use computational thinking and creativity to understand and change the world.
- Have the confidence and capability to use ICT and computing throughout their later life and prepare them for their future careers.
- Become digitally literate – able to use, express themselves and develop ideas through information and communication technology.

Aims:

- The Computing Subject Leader and leadership team support staff to deliver a high quality computing education.
- Deliver a challenging and creative curriculum, which links other aspects of learning together through our connected curriculum.
- 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.
- 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,
- 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
 - Work independently and collaboratively

Curriculum coverage:

Teachers plan a sequence of structured lessons, which are designed to meet the National Curriculum objectives for each Key stage. Over the course of the year, each year group will have six half termly topics as part of our connected curriculum and will use these topics to teach skills within ICT.

To support teachers with planning and teaching, at Picknalls First School, we use a programme called Just2Easy, an online learning platform for children, which they can access in school and at home. Every staff member and pupil has a login for the site.

The programme provides staff with long term planning for each half term, as well as individual lesson plans to support teaching and ensure children receive quality lessons.

In Early Years, children are regularly exposed to technology, often through play and continuous provision. Each class is given a weekly computer slot to familiarise themselves with the desktops and begin to prepare them for Year 1.

In Key Stage 1, the children will learn to understand what algorithms are, how they are implemented as programs and that programs execute by following instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Key Stage 2 the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Assessment:

- Formative assessment occurs on a lesson-by-lesson basis based on lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning.
- Children can produce and save work on Just2easy. The class teacher can then access this work to assess it and provide feedback to children. Feedback can be written or verbal in the form of a voice note. Just2easy allows the children to reply to the feedback provided and open up a dialogue with the class teacher.

Monitoring:

- The impact of the Computing curriculum is monitored regularly by the Computing subject leader through samples of work and, discussion with teachers and lesson observations.
- 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.

Equal opportunities:

- IT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of IT and computing, 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. Where appropriate IT and computing can be used to support SEN children on a one to one basis where children receive additional support.
- 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.
- Additionally, as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

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.

We want to provide the children with a range of up-to-date resources, which they can use to progress through their education and meet the National Curriculum requirements.

Resources include:

- Every classroom has either a computer connected to the school network and an interactive whiteboard with sound and DVD facilities or a fully interactive whiteboard with everything inbuilt.
- A teacher laptop
- Four trolleys in school containing two class sets of Ipads with internet access, which each class have allocated time slots for.
- A class set of microbits

Teachers have regular opportunities to discuss any faults they notice. Our IT technician, who is in school fortnightly, will then support teachers with these issues.

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 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 the Uttoxeter Learning Trust 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:

- 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.