St Margaret's CE Primary School

Computing Policy
2024

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1. INTENT

Aims

Through teaching computing, it equips children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange, communicate and present information on a range of devices. We also focus on using a variety of software to create purposeful content to achieve a given goal. Pupils also learn how to use technology safely, respectfully and are able to keep personal information private. Overall, computing skills are a major factor in enabling children to be confident, creative and independent learners.

Principles

To ensure computing is accessible to all children in full accordance with the school's Equal Opportunities Policy and time allocation will be in accordance with government regulations. Also, all children are able explore issues of security, confidentiality and accuracy when using technology.

2. IMPLEMENTATION

Roles, Responsibilities and Resources

The subject leader Charlotte Hendrick, oversees and manages computing. She has an overview of how the computing curriculum is taught across the school, advising and supporting staff with their understanding whilst ensuring that the subject is sufficiently resourced. She is responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught in the classroom, keeping up to date with both National and County priorities.

Organisation

Each year group is given a weekly computing lesson and has access to devices such as classroom iPads and Google Chrome books. Lessons cover the objectives set out by the National Curriculum for their age range. The teaching style that we adopt is as active and

practical as possible. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. This often includes working in a variety of different ways during the lesson including adult led groups, mixed ability groups, ability groups, paired work and independent learning. The subject also provides excellent cross curriculum support and is often used to enhance the learning and understanding of key topics in all other subject areas.

Planning and content

From EYFS to six, teachers follow the national curriculum for computing as the basis for curriculum planning and particularly the Kapow scheme. We have adapted the national scheme to match the resources and facilities of the school. The content planning maps highlight the topics that the children study in each term during each key stage and the children often study computing as part of their work in other subject areas.

The topics studied are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school. Every year the children start with learning about internet safety.

Links with other subjects

Computing has strong cross curriculum links with all other subjects. The digital devices in school are used to research content covered in key topics as well as the use of programmes to support learning such as Lexia for English and Times Table Rockstars for Maths. The regular use of these programmes allows pupils to repeat, memorise and be challenged on important learning objectives. This is also presented in a fun and interactive way to engage the pupils and hook them into the learning. Computing also complements art and design as children can use software programmes to create and design graphical content. Furthermore, access to interactive whiteboards has meant that computing has become an invaluable presentation tool for teaching and learning.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected outcomes. In some instances, the use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. Children with SEN will have increased access to technology if it enables them to access the curriculum more easily.

Knowledge and skills

The intent part of the EYS policy details the skills and knowledge at three checkpoints in the year e.g. by the Autumn, Spring and Summer and this is what the children will be able to do in the area Understanding the world. By the end of the year, the children need to reach the Early Learning Goal for this area of learning.

Our computing lessons in years one to six follow the objectives laid out in the National Curriculum. There is a focus on understanding and applying the fundamental concepts of computer science.

This includes analysing computing problems and writing programs in order to solve such problems. Pupils need to be able to evaluate and apply information technology and are responsible, confident and creative users of information and communication technology. Furthermore, children will have the opportunity to discuss and explore issues of security, confidentiality and accuracy when using technology.

Wider opportunities

Computing impacts pupils' lives beyond schooling hours. Children often use digital devices regularly at home. The school used Google Classroom (KS2), SeeSaw (KS1 & Early Years) so that every child in the school was able to access virtual lessons, resources and upload work during the various lockdown periods. Seesaw continues to be active and is used by pupils to upload homework, complement computing lessons and to share digital content of projects completed at home.

Inclusion and Extension

Teachers plan work to challenge the children with their learning. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. This often includes working in a variety of different ways during the lesson including adult led groups, mixed ability groups, ability groups, paired work and independent learning. In particular, we have found that challenging pupils to teach their classmates provides both extension and inclusion into lessons.

Health and Safety

Networked resources, including Internet access, are available to children and staff in the school. All users are required to follow the conditions laid down in the policy. Any breach of these conditions may lead to withdrawal of the user's access, monitoring and or retrospective investigation of the users use of services, and in some instances could lead to criminal prosecution. Any breach of the conditions will also be considered a disciplinary matter.

These networked resources are intended for educational purposes and may only be used for legal activities consistent with the rules of the school. Any expression of a personal view about the school or County Council matters in any electronic form of communication must be endorsed to that effect. Any use of the network that would bring the name of the school or County Council into disrepute is not allowed.

The school expects that staff will use new technologies as appropriate within the curriculum and that staff will provide guidance and instruction to children in the use of such resources. Independent child use of the Internet or the school's network will only be permitted upon receipt of signed permission and agreement forms as laid out below. All computer systems will be regularly monitored to ensure that they are being used in a responsible fashion.

How will Email and Social Media be managed?

Email is an essential means of communication for both staff and children. Directed email use can bring significant educational benefits. Unregulated email can provide routes to children that bypass the traditional school boundaries. In the school context, email should not be considered private and schools should reserve the right to monitor email.

Email accounts should not be provided which can be used to identify both a child's full name and their school. Children must immediately tell a teacher if they receive an offensive email. Children must not reveal personal details of themselves or others in email communication or arrange to meet anyone without specific permission from an adult.

Parents and teachers need to be aware that the Internet has emerging online spaces and social networks which allow individuals to publish unmediated content. Users can be invited to view personal spaces and leave comments, over which there may be limited control. Children will be advised never to give out personal details of any kind which may identify

them and/or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and email addresses, full names of friends/family, specific interests and clubs etc.

All staff should be made aware of the potential risks of using social networking sites or personal publishing either professionally with students or personally. They should be made aware of the importance of considering the material they post, ensuring profiles are secured and how publishing unsuitable material may affect their professional status.

3. IMPACT

Marking and assessment

Each year group in the school has six units to complete using the Kapow scheme. At the end of each unit, children will complete a short assessment which includes specific questions relating to the content in the relevant unit.

Monitoring and evaluation

The subject leaders, along with the SLT, are responsible for monitoring the standards of computing across the school by looking at planning, children's work, learning walks and observations of common practice.

Pupils' work will be saved in folders so that the work can be reviewed and monitored against the National Curriculum.

The subject leader will organise meetings with the relevant teachers to assess, improve and update the content of topics and lessons taught in each year group. These meetings are also important for outlining a plan of progression for computing across year groups so that pupils have a chance to develop skills over many years.

Reporting to parents and governors

All teachers are required to discuss the children's progress in computing with parents as part of the consultation evenings (twice a year) and through an annual report which outlines the children's effort and attainment. Subject leaders are required to give feedback to the curriculum governors every year.