

Computing Policy

Date: September 2022

Introduction

This policy sets out Estcourt Primary Academy's aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies.

Aims

At Estcourt Primary Academy, we believe that every child should have the right to a curriculum that promotes excellence and supports 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.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our Computing Curriculum aims to:

- Provide an exciting, progressive and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Instil a positive attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding: Online Safety

Online safety has a high profile at Estcourt Primary Academy. We ensure that this is maintained and pupils' needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Through our home/school links and communication channels, parents are kept up to date

with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.

- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our Online Safety policy (part of our Safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Data policies which stipulate how we keep confidential information secure.
- Filtering and monitoring systems for all our online access.

Curriculum

As a school, we have devised our Computing long term plan using the Teach Computing framework provided by the National Centre for Computing Education (NCCE). The scheme of work supports our teachers in delivering fun and engaging lessons which builds on prior learning and allows children to make links within their own skills and understanding. It allows all pupils to achieve to their full potential, regardless of their skills, background or additional needs.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage One

Our Key Stage One curriculum aims to ensure that children:

- Understand about technology around us and are able to identify different forms of technology and their uses.
- Organise, store, manipulate and retrieve data in a range of digital formats such as photos, painting or writing.
- Understand how to use and group data and create pictograms.
- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school

Key Stage Two

In Key Stage Two we aim to ensure that children:

- Understand about computing systems and networks through the internet, sharing information and communication.
- Create a range of different media using a range of high-quality resources, such as animation, audio and video production and webpage creation.
- Build on their media skills through developing skills in 3D modelling, using vectors and editing and publishing.

- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Understand how algorithms work through creating their own in quizzes, games and other programs. They learn how to spot errors in code and correct mistakes in order for programs to run.

Assessment

- Pupil attainment is assessed using Assessment Grids for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Teachers keep accurate records of pupil attainment by entering data on Assessment Grids using the RAG (Red, Amber, Green) approach.
- Tracking of attainment is used to inform future planning and those children not achieving a particular objective are given further support in order to succeed.
- Children are encouraged to self, peer and group assess work in a positive way.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process.

Inclusion

At Estcourt Primary Academy we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities and EAL speakers.

We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.