



COMPUTING

POLICY



Computing Policy

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Chair's Signature	

Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

Computing at Rodings

At Rodings Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Each of our classrooms is fitted with a bank of Chromebooks.

The Computing curriculum equips pupils to use computational thinking and creativity to understand and change the world. We intend for our children to master Computing to an extent that they can go on to have careers within Computing and make use of Computing effectively in their everyday lives. We will ensure that our children will be taught to use technology responsibly and carefully. They will be taught Computing in a way that ensures progression of skills and builds on previous learning. Our intention is that Computing also supports children's creativity and cross-curricular learning to engage children and enrich their experiences in school.

We provide a technology-rich learning environment for children and teachers. All classrooms

have an interactive whiteboard, a visualiser, a tablet and access to a wired and wireless network to support the use of our Chromebooks and iPads. Teachers and children have access to a wide range of software and hardware to enhance the curriculum. We enrich learning with Kapow, Scratch and various iPad apps as well as igniting curiosity with handheld devices, such as Beebots.

Our Computing curriculum is designed with the national curriculum as a starting point, we also make reference to the 'Education for a Connected World' document as it enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.

National Curriculum

Purpose of study

The Computing in the National Curriculum (2013) expectations split the teaching and learning of Computing into three strands (Computer Science, Digital Literacy and Information Technology). It is therefore important that children recognise the difference between what makes each one relevant to their future, as well as their everyday lives. High quality teaching of Computing, from Reception through to Year 6, utilises a combination of practical lessons and theory lessons designed to promote discussion and nurture understanding, which are also relevant to other areas of the curriculum such as PSHE and Citizenship. This policy reflects the values and philosophy in relation to the teaching and learning of and with ICT. It sets out a framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment

Aims

Computer Science

- To enable children to become confident coders on a range of devices. To create opportunities for collaborative and independent learning. To develop children's understanding of technology and how it is constantly evolving.

Digital Literacy

- To enable a safe computing environment through appropriate computing behaviours. To allow children to explore a range of digital devices. To promote pupils' spiritual, moral, social and cultural development.

Information Technology

- To develop ICT as a cross-curricular tool for learning and progression. To promote learning through the development of thinking skills. To enable children to understand and appreciate their place in the modern world.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

EYFS

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as metal detectors, beebots and walkie-talkie sets. Recording devices can support children to develop their communication skills. Foundation Stage and Year One children will also have access to a class desktop computer which they will be able to use in their choosing time.

Key Stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.

Key Stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for

- communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked,
- and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of
- digital devices to design and create a range of programs, systems and content that
- accomplish given goals, including collecting, analysing, evaluating and presenting data
- and information
- use technology safely, respectfully and responsibly; recognise
- acceptable/unacceptable behaviour; identify a range of ways to report concerns about
- content and contact.

Subject Overview

Our Computing curriculum aims to instil a sense of enjoyment around using technology and to develop pupils' appreciation of its capabilities and the opportunities technology offers to, create, manage, organise and collaborate. Tinkering with software and programs forms a part of our ethos as we want to develop pupils' confidence when encountering new technology. We intend for pupils to not only be digitally competent and have a range of transferable skills, but also to be responsible online citizens.

EYFS

In the EYFS framework Art and Design will be experienced through the Specific area of Expressive Arts and Design. Art and design should be used to develop the children's imagination, artistic and cultural awareness. Through the Anna Ephgrave approach children will lead their own learning and investigations through the arts. Children will have exposure and access to a range of artistic materials that will allow them to create images and structures of their making. Furthermore, observational and vocabulary development will be supported and extended through the discussion of what they and others have created, Where appropriate they will be introduced to artists and artworks that support and enrich their learning.

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff. Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

Disadvantaged provision/considerations

At Rodings, we believe that all children should have an equal opportunity to thrive and achieve through a rounded education which enables them to reach their full potential. We use our best judgment and knowledge of who may be at a disadvantage in areas we have identified at the school. We plan and deliver our teaching and learning to provide provisions to enable disadvantaged children the equal opportunities.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

Adaptations will be made to make sure that all children can access the Computing curriculum. This may include providing specialist equipment like larger keyboards, specially adapted computer mice, speech to text technology.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

Children who are identified as being More Able in Computing may be selected to become a digital leader to help support the Online Safety Lead with conducting assemblies and running activities during Safer Internet Day. All activities should challenge their knowledge and skills but also develop their critical thinking.