Primary Computing Policy

Last updated: October 2020

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Statement of intent

At Firs Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies, and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the KS1 and KS2 computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim for all pupils to understand how technology can enhance life and can be used in the wider world, including enabling children to understand careers in ICT. We ensure that children are exposed to a range of technology, that they may or may not be at home and that they understand how to use this safely and responsible. We aim to develop digitally responsible members of society.

Signed by:

Headteacher   Date:

Chair of governors   Date:

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- E- Safety Policy

Roles and responsibilities

1.3. The headteacher will:

- Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to equipment.

- Hold the STEM team to account for the effective implementation of the Primary Computing Policy.

- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

1.4. The STEM team will:

- Keep appropriate records of expenditure in order to review them and make suggestions for the future.

- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.

- Offer help and support to all members of staff in their planning, teaching and assessment of computing.

- Keep the headteacher and other stakeholders, such as parents, informed about the implementation of the primary computing curriculum.

- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.

- Attend appropriate training.

1.5. Teachers will:

- Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.

- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various

social, cultural and linguistic backgrounds, and academically more able pupils.

- Encourage pupils to apply their knowledge, skills and understanding of computers and technology across the curriculum.

- Maintain up-to-date records of assessment.

- Tailor lesson delivery according to pupils' respective abilities.

2. EYFS

2.1. The EYFS framework for "Understanding the World" has been used to create detailed objectives that shows clear progression between EYFS and KS1. Children in EYFS learn in variety of ways and have access to technology during continuous provision as well as in taught inputs.

3. Curriculum delivery

3.1. Teaching of computing is taught through either discreet lessons or through cross curricular links to that half term's topic.

3.2. The National Curriculum objectives have been broken down into different parts and progressive objectives written for each year group: E-Safety; Programming; Technology in our Lives; Handling Data and Multi-media.

3.3. We have acquired a range of resources to support the teaching of computing: netbooks; bee-bots; pro-bots; data loggers; cameras; and webcams. A range of programmes and subscriptions also support the delivery of the curriculum: I can animate; Scratch; Textease; and Microsoft processing programmes.

3.4. An audit of resources is taken regularly to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.

3.5. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.

3.6. Obsolete or broken machines repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

4. Differentiation

4.1. We provide suitable learning opportunities for all pupils in a variety of ways:

- Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.

- Teacher questioning either during the whole class input or 1:1

- Expectations of vocabulary used within the lesson

- Use of the child to support others within their lesson, using the mastery vocabulary of 'Explain it.'

5. Assessment

5.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed according to the provisions outlined in our Assessment Policy.

5.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that future planning matches the individual needs and abilities of pupils.

5.3. Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit.

5.4. Samples of work will be kept for groups of children, stored in both classrooms and on the school network, within relevant class and pupil folders.

6. Staff training

6.1. The STEM Team will be responsible for the identification and delivery of staff training requirements.

6.2. Staff training requirements will be met by:

- Auditing staff skills and confidence in the use of technology and of planning the learning objectives.
- Arranging top-up training for individual staff members as required.

6.3. The STEM team will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.