Lanesfield Primary School

Computing Policy
2024

Purpose:

At Lanesfield Primary School, we hope to prepare our children for a future in an environment which is shaped by technology. We want to model and educate our children on how to use technology positively, responsibly and safely.

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

- Use computational thinking and creativity to understand the ever changing technological world that they are growing up in
- Make deep links with mathematics, science and design and technology.
- Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Become digitally literate - able to use, express themselves and develop ideas through information and communication technology.

Aims:

- We aim to encourage our pupils to be creators not consumers and our curriculum encompassing computer science, information technology and digital literacy reflects this.
- Pupils will understand that with technology comes choices, as a school we want to model and support these positive choices and highlight the risks that may possibly come by making incorrect ones.
- The Computing Subject Leader and leadership team support staff to deliver a high quality computing education.
- Computational thinking - the ability to solve problems in a creative, logical and collaborative way - is developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science.
- 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. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- 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,
- Pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- 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 and Progression:

- Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long term planning has been developed using the NCCE- Teach Computing documents and demonstrates coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage as identified in the Computing POS.
- The NCCE resources are used by teachers to deliver the computing curriculum weekly and support short term planning.
- Progression of skills and coverage is mapped on the Computing Learning Journey.
- External providers are used to supplement the delivery of computing across the year. This includes Engagedu who work with each class across the school year.
- In classes where there are 1:1 IPads, opportunities to teach computing using a cross-curricular approach are planned.
- The school invests in on-line tools that children can access outside of school to support their continuous learning such as Spelling Shed, Century and Education City.

Assessment:

- Progress is assessed on an on-going basis and the Chris Quigley Milestones are used to support judgements.
- Self and formative assessment is used by the class teacher learning support during whole class or group teaching. Children's confidence and difficulties are observed and used to inform future planning.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Teacher's judgments are supported through an electronic portfolio of evidence which provides examples of age-expected attainment.
- In classes where there are 1:1 IPads, Showbie is used to collate a portfolio of evidence and is used as a tool for both teacher and pupils to give feedback.
- Information is shared with the school community through the school website, social media accounts, display, celebration events, newsletters, and end of year reports.

Early Years:

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role-play in both child-initiated and teacher-directed time.
- Opportunities to use a variety of hardware and software are provided, with EYFS having access to IPads for use across the curriculum.

Online safety:

- A key part of the computing curriculum is ensuring that children are accessing technology safely and responsibly. Children have a right to enjoy childhood online, to access safe online spaces and to benefit from all the opportunities that a connected world can bring

them, appropriate to their age and stage.

- Children develop this awareness and responsibility through the use of the 'Project Evolve-Education for a Connected World' framework that is woven into the Computing long term planning. The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds confidence and creates a positive online environment.

- Opportunities for learning about online safety are part of PSHE and reinforced whenever technology is used.
- Clear rules for online safety are agreed by each class at the beginning of every year. Parents and pupils sign an acceptable user policy together when a pupil first starts at the school.
- The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti-Bullying week in the Autumn term.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.
- There is an internet safety assembly once a half term with Digital Ambassadors delivering some of these whole school events.
- The school has an online safety policy in place that details how the principles of online safety will be promoted and monitored.
- The school invests in the 'National Online Safety' platform through the National College to upskill teachers and provide resources for parents.

Monitoring:

- The impact of the Computing curriculum is monitored regularly by the Computing subject leader through pupil discussion, samples of work and discussion with teachers, an electronic portfolio and the use of the Chris Quigley Milestone documents.
- Systematic monitoring of all threads of Computing informs the subject leader and school development plan.
- The Computing leader conducts regular audits of the training needs of teachers and learning supports to improve their subject knowledge and confidence. Requests for training in Computing can be part of individual teacher's performance management plan.

Equal opportunities:

- 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 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.

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.

- The Computing subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider- Concero.
- Hardware and software faults are logged by staff by raising a ticket to the school's technology provider Concero.
- The Computing Action Plan expresses the school's priorities for future expenditure and is reviewed by the Computing subject leader, governors and senior management who consider its impact on all learning.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.
- Old resources are disposed of in line with the relevant environmental disposal policy and the school's data protection policy where these are applicable.

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 Computing subject leader provides an annual report to governors on the impact of the Computing curriculum and how resources are being effectively deployed. Governors may include Computing in their learning walks around 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 Concero 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:
- Age appropriate class and safety rules are shared within each class.
- 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.

Review:
- This policy will be reviewed annually by the Computing subject leader and leadership team and shared with the school community.