Parsloes Primary School

Computing Policy

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INTENT:

At Parsloes Primary School we believe that a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Lessons are hands-on, which enables pupils to become digitally literate – at a level suitable for the future workplace and as active participants in a digital world. Computing has deep links with mathematics, science, and design and technology through the wide use of physical systems. By the time they leave Parsloes Primary School, children will have gained new knowledge and skills in the areas of: Multimedia, Programming and Digital Literacy and Research and Data, with a new introduction of Microsoft Teams.

- To provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils in line with the National Curriculum objectives and Computing Framework.
- To meet the requirements of the National Curriculum programmes of study for ICT and computing.
- To use Computing as a tool to enhance learning throughout the curriculum, e.g. Chromebooks.
- To respond to new developments in technology, e.g. DT and robotics
- To equip pupils with the confidence and capability to use Computing throughout their later life.

VISION:

The Computing curriculum is an integral part of the national curriculum, as it enables children to develop their understanding of information technology and apply their knowledge to use in everyday life. It aims to stimulate and excite the learners, and prepare them for the continually changing world of computers and technology, with a modern focus on coding and programming. Children will learn to acquire, organise, store, code, program, manipulate, interpret, communicate and present information, using a variety of technologies.

At Parsloes, we can achieve this vision by:

1. Stimulating, developing and maintaining pupils' interests and enjoyment of computing through workshops, cross-curricular links and engaging topics
2. Enabling pupils to have equal access to computing
3. Providing them with the knowledge and skills to be able to use a variety of technologies
4. Applying their computing knowledge and skills to their learning in other areas
5. Providing opportunities for children to work individually and collaboratively
6. Enabling pupils to use computing responsibly without endangering the safety and wellbeing of themselves or others
7. Promoting confidence and leadership qualities in children via the Digital Ninja program
8. Collaborating with the 'National Teaching of Online Safety' to provide webinars, lessons and CPD to parents, staff and children

TEACHING AND LEARNING:

Planning:

Computing is taught following the Framework based on the objectives as outlined in the National Curriculum. Learning objectives and lesson outlines can be found in the Computing and ICT framework, showing term on term progression. Medium term computing plans are for each year group, lessons and objectives are laid out with ideas to ensure lessons are taught consistently and according to the objectives.

By end of EYFS:

In light of the newest EYFS framework changes, Technology and the Wider World will be taught discretely within lessons, preparing children for Computing at Year 1:

This will include:

- Embedding mouse and keyboard skills
- Core vocabulary, e.g. click, drag, select.

By end of KS1:

Pupils should be taught by end of Year 1 to:

- 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

Pupils should be taught by end of Year 2 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

By end of KS2:

Pupils should be taught by end of KS2 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

Pupils should be taught by end of Year 6 to:

Consolidate and embed what has already been learnt. E-Safety topics will comprise of more sensitive and age-appropriate issues, e.g. Social Media, Sexting.

Resources:

1. Each class has been allocated a weekly time slot for the ICT suite
2. Ipads and Chromebooks are available for each year group (can share across phases if needed)
3. Resources needed are stored in the ICT Suite (Crumble kits, Bee Bots etc.)

Online Safety and Safeguarding:

Please refer to the Online Safety and Audit Policy, Social Media Policy and KCSIE Policy.

ASSESSMENT AND MONITORING:

Assessment is based around the Big Question for each unit of work. Each Big Question is linked to the key knowledge and skills taught throughout the unit. Teachers will monitor progress and attainment throughout the unit using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to inform planning and record end of unit assessment judgements for pupils.

SEND:

Teachers have high expectations of all pupils. This includes pupils of all abilities, social and cultural backgrounds, those with disabilities and Special Educational Needs. Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.

REMOTE LEARNING:

Please see the Remote Learning Policy and the Covid addendum for more information.