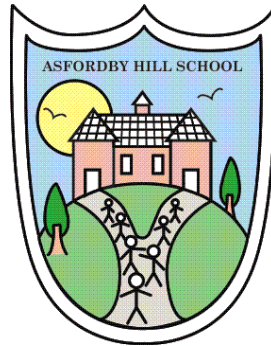


The Asfordby Hill School



COMPUTING POLICY

This Policy Links With: Teaching and Learning Policy Use of Social Media Policy Internet Access Policy SEN Policy Equality and Discrimination Policy	
Recommended:	Yes
Statutory:	
Date Reviewed:	Autumn 2020
Date of Next Review:	Autumn 2023
Committee Responsible for Review:	QEHS
Signature of the Chair of Governors:	

“The computer was born to solve problems that did not exist before.”

— Bill Gates

Rationale

This policy reflects the values and philosophy of Asfordby Hill Primary School in relation to the learning and teaching of Computing. It sets out the framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the Computing scheme of work, which sets out details about what children in different classes and year groups will be taught, what hardware they will use and the appropriate software for each year group. This Computing policy has been presented to and agreed by the whole staff and Governing Body.

Intent - What are we trying to achieve?

Our Computing curriculum will help our pupils to develop their computational thinking, applying the fundamental principles of computer science to a variety of problems. They will understand that computing can have a positive impact on the world and know how to stay safe online. By the end of Key Stage 2, pupils will understand how digital systems work and how to put this knowledge to good use. They will become digitally literate and able to use a variety of programmes with confidence and independence. Our aim is for pupils to enjoy using computing and prepare them to be active participants, making a positive contribution in a digital world.

Implementation – How is the curriculum being delivered?

At Asfordby Hill Primary School, we use the Kapow scheme of work to meet the national curriculum programme of study for Computing. Our curriculum objectives are divided into strands: Digital Literacy and Online Safety; Computational Thinking and Computers and Hardware. The curriculum has been divided into year group objectives.

Planning and teaching is supported by the Kapow resources, which are designed by expert teachers but adapted as necessary by teachers at Asfordby Hill. Teachers are free to use other resources when planning. The technology available to deliver the curriculum currently includes: laptops, iPads, Interactive Whiteboards and Bee Bots. An IT Technician supports pupils and staff for one day per fortnight in the maintenance and upgrading of hardware and software. The curriculum is taught in an engaging way, with an emphasis on practical lessons and work is evidenced on Seesaw as well as on children’s desktop files. Curriculum letters are shared termly so that parents are able to support their child’s learning at home. The Computing Progression Map shows how the national curriculum objectives are sequenced. Each area of learning is revisited yearly to consolidate and build the knowledge, skills and understanding reflected in the national curriculum programme of study. Teachers will use the Kapow planning to teach the curriculum but adapt as they see fit to ensure challenge and make appropriate links to the wider curriculum.

Impact - What difference is the curriculum making?

Our Computing curriculum teaches essential life skills for modern children. It will help them to become active participants in their digital world and prepare them for navigating it independently and responsibly as they mature. Computing will promote the pupil’s spiritual, moral, social and cultural development by ensuring they understand that their moral code applies to their digital presence. They will see that computing can be a force for positive world change. Computing will

promote British Values by ensuring children understand right and wrong, understand consequences and know that mutual respect is important. Computing will help pupils develop a Growth Mindset by demonstrating that most problems are fixable by unpicking them logically. Children will develop the skills that they will require throughout their education and adult life such as conveying information through various word processing formats, charts and presentations.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all Voluntary Aided schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework. Additionally, this policy reflects guidance set out in Teaching Online Safety in School (DfE, June 2019).

What is Computing?

The national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programme of study for computing, they will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content.

Computing offers a wide range of facilities and features that support learning and teaching activities in all areas of the curriculum. It comprises of knowledge, skills and understanding needed to employ information and communication technologies appropriate to learning. The computing curriculum provides pupils with opportunities to access, manipulate process and evaluate information in a contextual situation.

Computing is not restricted to the use of computers but encompasses a wide range of technological equipment such as i-Pads, calculators, videos, televisions, digital cameras, network points and cabling, telephones etc.

School Aims

- To give all children at Asfordby Hill access to all areas of Computing
- To offer all children the opportunity to have reached their level in Computing as specified in the Computing National Curriculum and other specified areas of the National Curriculum.
- To use the computer in order to support and develop other learning which is taking place in the classroom.
- To develop Computing as a cross-curricular tool
- To build up children's competence and confidence when working in Computing
- To provide a range of experiences to develop Computing skills
- To enable children to work together and share ideas.

What computing looks like at Asfordby Hill

A) Objectives in learning and teaching of Computing

Children will have the opportunity to use computers or other devices to explore:

Computer Science	Information technology	Digital literacy
Hardware	Using software	Staying safe online
Networks and Data Representation	Using email and the internet	Using search engines effectively
Computational Thinking	Using data	Understanding the validity of information found online
Programming	The wider use of technology	

In order to achieve these aims and objectives, the teaching of Computing is organised:

- In a skills-based way to encourage the development of general Computing Skills
- Discrete Computing skills taught on a weekly basis
- In a cross curricular way to support and enhance:
 1. Whole school topic plans
 2. Individual subjects

Within the Scheme of Work learning activities for Computing are sequenced to ensure progression, and are taught in a variety of ways:

- Direct class teaching to introduce a specific program or skill
- Through practical tasks using the appropriate hardware and software (see scheme of work)
- Group activities, so that children can interact with each other
- By providing children with real experience in the practical application of Computing skills
- Through the use of the scheme of work which provides learning opportunities
- It is enhanced by using Computing where possible for a specific purpose perceived by the child, for example in drafting and redrafting, preparing a report for a club or newsletter

Specific strands and /or skills are planned at class level on a termly/half term basis in long/medium term plans. This is then planned on a weekly basis on short-term plans.

B) Leadership

Computing has one member of staff designated as co-ordinator. This person ensures that it is planned to meet the needs of individuals and groups of children. The school also employs an outside technician for one afternoon every two weeks. If staff have technical problems, they send a ticket to the technician who will solve the problem remotely where possible. The technician feeds back progress to the co-ordinator and head teacher through email and annual service reviews.

C) Planning

The Computing co-ordinator is responsible for planning continuity and progression through the Scheme of Work and provision of the hardware and software and other resources.

Each member of staff is then responsible for planning Computing work to meet the needs of the children in their class.

Teachers use the Kapow scheme of Work as a frame for planning, but the scheme is amended to meet the needs and interests of the children.

Computing is planned:

- To develop general computing skills
- To ensure continuity and progression through the three key computing strands

- To enhance learning in the rest of the curriculum.

D) Assessment

Computing can be assessed in a variety of ways;

- observation of child or group on task
- discussion with children about their work
- saved work on Seesaw and shared areas
- children's own evaluations of their work

These assessments:

- inform future planning
- provide information about individuals and groups
- provide summative information
- provide information for parents
- contribute to each child's assessment and record of achievement

These assessments are carried out throughout the school and are the responsibility of the class teacher and the assessment co-ordinator. They are recorded on Seesaw and passed on to the next class teacher. Each child has a written report which is sent to parents/guardians towards the end of the school year. Computing achievement and progression are reported in this way as well as any other comments a teacher may wish to make regarding Computing in school.

E) Resources

A variety of computing resources are available in school. All classes have access to laptops, interactive teaching board and visualizer as well as a class iPad and teacher laptop. Classes also have access to a set of fifteen iPads to be used across the curriculum. iPads can be borrowed from other year groups to allow for 1:1 devices. Each teacher is responsible for the day to day care of the laptop, iPads and for the software they use. Any problems must be reported to either the Computing Coordinator or IT technician. The Co-ordinator will revise the allocation of hardware and software when necessary.

F) Online Safety

This policy works alongside the Internet Safety Policy and the PSHE policy. Children are taught how to stay safe online through a range of resources including the Kapow (computing) and Cambridge (PSHE) schemes. Children also engage annually with Safer Internet Day based on the theme set out by SID and the European commission.

Children will be taught how to:

- evaluate what they see online
- recognise techniques used for persuasion
- behave appropriately online
- identify online risks
- seek support and when to seek support

G) Inset Provision

Inset needs are identified through:

- School development planning

- Curriculum review and evaluation
- Co-ordinator needs
- Individual needs

H) Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Computing is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of the individual teacher to plan their teaching and groupings so that this is achieved. Additionally, devices can be utilised to ensure that all children can access the whole curriculum through assistive tools when necessary.

I) Special Educational Needs

All children should have access to a broad, balanced curriculum and should make the greatest progress possible. Provision for children with SEN in relation to Computing is the responsibility of the class teacher, support staff and the SEN Co-ordinator as appropriate. Computing especially provides a means where children with SEN are able to present and develop their work easily. A range of assistive tools such as voice to text technology are also available to ensure that all children, regardless of their special educational needs, can access the curriculum.

J) Cross Curricular themes and skills

Links between Computing as a cross curricular skill and cross curricular themes are encouraged within the school. Co-ordinators and class teachers are encouraged to use Computing within their planning. Evaluation and review of the Computing Policy and Scheme of Work is continually ongoing. Throughout the school year staff are encouraged to feed back information about hardware, software, Scheme of Work, Policy and ideas to the computing coordinator.