



# Computing Policy

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### **1. Aims**

Computing is a foundation subject with the National Curriculum. The aims of the subject are:

- To understand Computing and its importance and relevance to today's world
- To enable children to develop Computing as a tool for learning and investigation in all subject areas and in a range of different contexts
- To enable children to acquire a broad, balanced, relevant, challenging, and enjoyable range of Computing capabilities and to be confident about using a range of hardware and software to equip them with the confidence and capability to use Computing throughout their education, home, future education, and further work life
- To ensure pupils know how to stay safe online
- To stimulate, develop interest and understanding of new technologies

These aims are consistent with our school philosophy and take account the National Curriculum non-statutory guidance. In order to achieve these aims, Computing is taught throughout Key Stage 1, and 2 (KS1, 2) according to pupils taught curriculum (EYFS, PMLD, Semi-Formal, Formal). Within the Scheme of Work, learning activities are sequenced to ensure progression and taught through direct teaching, providing pupils with real experiences, and planned experiences as appropriate to develop children's understanding. Termly planning ideas will be highlighted on all Topic Webs, for teachers to include accordingly. Monitoring and Evaluation is at a class level with a Subject Lead for the whole school

### **2. Differentiation**

At Acorns Primary we cater for pupils from age 3-11 who have a diverse range of individual needs and have Educational and Health Care Plans (EHCPs) Computing is used to increase access to the curriculum, raise levels of motivation and self-esteem, improve the accuracy and presentation of work, and address individual needs across the curriculum. Computing Technology is also used to develop pupils' communication needs, such as EyeGaze, pupils using such technology will be adequately timetabled and delivered by trained Teachers and IT Technician

When undertaking Computing, pupils will work at levels appropriate to their ability and progression will be in very small steps with much over learning and reinforcement.

With the knowledge that Computing will form part of the pupils' life at home, in further education and places of work, we will ensure the Computing experiences and abilities that pupils are equipped with, are effective and transferrable life skills. With this in mind, we are striving towards ensuring that current curriculum provision for Computing ensures that pupils' learning is supported with current teaching strategies and up to date technology.

Computing will be delivered by the class teacher and supported by their class teaching assistant. This should be taught in line with schools Semi-Formal and Formal theme-based curriculum, with emphasis placed on the key skills required. To ensure that individual pupils can make progress, show that they can achieve and acquire key skills, it may be necessary for staff to modify programmes to provide relevant and appropriately challenging work and deliver programmes out of key stage.

As EYFS is not included in the government framework, there is guide for related Early Learning Goals (ELG) under Appendix 1. The PMLD curriculum will follow Roots for Learning for assessment as well as the EYFS guidance statements. Both EYFS and PMLD pupils will have access to relevant Computing based experiences including unplugged activities and iPad apps where appropriate.

### **3. Planning**

The Computing Lead will add relevant subject related ideas to the schools' Semi-Formal curriculum. Each half-term topic web will include relevant subject specific ideas to be included and integrated into Teachers planning. Cross curricular links are a key element to our Semi-Formal structure and Teachers will look to include computational thinking where possible. Pupils working at the Formal curriculum level will follow the chosen scheme of work, progressing at an individual rate of learning.

#### 4. Organisation

To help ensure pupils have the opportunity to develop a wide range of skills, experiences and competencies with technology, the curriculum covers 3 strands.

**Computer Science** – *is the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems. Following instructions (Algorithms), programming devices Beebots*

**Digital Literacy** – *is the ability to use computer systems and a broad range of digital devices such as tablets, laptops, cameras, toy with switches and desktop PCs confidently and effectively, including basic keyboard and mouse skills. Simple use of ‘office applications’ such as word processing, presentations and spreadsheets. Use of the Internet, including browsing, searching and creating content for the Web, communication and collaboration via e-mail.*

**Information Technology** - *deals with the creative and productive use and application of computer systems, especially in organisations, including considerations of online safety, privacy, ethics, and intellectual property.*

The coverage of each strand will vary year group by year group, with some areas being covered primarily in KS1 and others primarily in KS2

It is important that technology is used as a day-day element of school life and across all subject areas, therefore if opportunities to use Computing arise which do not fall within the curriculum for each year group, they should be taken advantage of

## **5. Assessment**

All relevant evidence will be capture and stored on Evidence for Learning (EFL). Evidence will be tagged as ‘Computing’ and set against any relevant IEP targets.

Summative assessment reviews pupils’ progress and abilities and will be undertaken biannually (December and July) using the B-Squared (B<sup>2</sup>) assessment scheme

## **6. Scheme of Work**

The scheme of work for pupils following the Formal curriculum will be taken from Twinkl. All Semi-Formal ideas will be guided towards Twinkl resources, with emphasis on ‘unplugged’ activities, allowing pupils to gain knowledge and understanding of computational thinking before formal use of technology

## **7. Online Safety**

Online Safety is a fundamental element of Computing teaching and technology use at Acorns Primary School. The school has a separate Online Safety policy that is embedded into the curriculum and is overseen by the designated online safety lead. Online Safety should take place regularly as part of both Computing and Personal, Social, Health education (PSHE) sessions. Focused Online Safety week will be arranged by the Computing Lead during National Online Safety week

## **8. Computing Lead role**

The Computing Lead role involves general oversight (monitoring and evaluating) of the subject through school. They will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes and developments, which may affect the subject. They will develop the Policy and program of study in consultation with the headteacher/staff/governors and recommend INSET/Teachers Meeting (TM) as appropriate. Monitoring the policy in operation is the responsibility of all those

staff involved in the teaching of Computing. The Computing Lead will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

### **9. Resources**

- The Headteacher will allocate an annual budget for Computing.
- IT Technician will be responsible for the purchase of software.
- The School Business Manager (SBM) /IT Technician will be responsible for the purchase of hardware.
- Each individual classroom has a computer system (including PC, whiteboard/Projector or Interactive Screen)

School iPads and any other hardware is kept in the Work room/IT Technician Office and should be used and replaced accordingly. Replacement consumables such e.g. batteries, keyboards and headphones are also kept with the IT Technician, and are available on request

The school holds the following Computing related resources;

- 8 iPads
- 1 EyeGaze

Any broken devices are to be reported to the IT Technician for repair or replacement.

### **10. Policy Cross Reference**

- Online Safety Policy
- Planning Policy
- Curriculum

Policy written by Computing Lead: Paul Hughes

Policy assessed and confirmed by Head and Deputy Head: Paula Barlow and Katy Stringer

The Policy shall be reassessed and updated in September 2023



Appendix 1

Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of a challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>-sensible amounts of 'screen time'.</li> </ul> </li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>