Ormskirk Church of England Primary School

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Computing Policy 2024

This policy reflects the school values and philosophy in relation to the teaching and learning of Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. Throughout the school, children will be develop Computing skills and knowledge and understanding of key concepts for Computing.

Definition

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.'

National Curriculum in England: computing programmes of study DfE

There are three aspects to the Computing curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL).

The study of Computing will include experience using the following equipment.

- Computers
- Interactive Whiteboards
- Programmable toys
- Calculators
- Audio/Video records
- Music Systems

- Digital Cameras
- Video Cameras
- Data loggers
- Digital microscopes
- Accessing the Internet/Intranet
- Scanners
- Web Cameras
- E-mail
- Electronic Thermometers
- Podcasting
- Net Meeting
- RSS (Really Simple Syndication) Feeds
- Moodle
- WIKIS
- Electronic toys (EYFS)
- Tablets

It is important that all staff use ICT confidently in their daily work and incorporate the teaching of ICT skills, knowledge and understanding into planning across the curriculum.

Vision for ICT

We will provide an environment which opens the children to a world beyond them. They will enjoy learning about and through ICT, by developing innovative and creative experiences. Our children will grow in confidence, in order to make the right decisions and stay safe.

Aims

The scheme is underpinned by assumptions about the aims and purposes of teaching Computing at Key Stages 1 and 2, which also underpin the National Curriculum programme of study. The National Curriculum for computing aims to ensure that all pupils:

At KS1, pupils should be taught 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
- 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

At KS2, pupils should be taught 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

Curriculum Organisation

In order to achieve these aims:

- Computing is taught discretely as a "stand alone" subject and in a cross curricular way when possible.
- Opportunities to use IT skills are also planned across the curriculum.
- We use the Knowsley Computing Scheme of Work to develop skills.
- Each year group will have a clear set of skills, knowledge and understanding expectations, as set out in the Knowsley documents.

Roles and Responsibilities

The subject leader is Mr Michael Bullen. The subject leader is responsible for:

- allocation and monitoring the efficient use of resources within a delegated budget and within the school's policy;
- involving staff in the development of curriculum policy;
- keeping staff informed of developments in the area of responsibility;
- seeing that the school follows National Curriculum guidelines;
- to evaluate the needs of the school and develop a programme to implement those needs;
- to support the needs of the class teachers;
- to support the INSET requirements of the school;
- to liaise with external agencies;

- to liaise with and keep parents and governors informed and involved;
- evaluate and promote appropriate software for use in classrooms and update as necessary;
- support staff in ICT classroom management and organisation,
- provide technical support as required;
- be responsible for implementing the Computing Development Plan in conjunction with the Headteacher and Governors;
- promote a positive attitude towards ICT across the school.;
- work with the Headteacher and Governors in the development of ICT.

The school employs a technician (PAYG) who is responsible for:

- providing advice on new purchase.
- advising subject leader on new software and hardware.
- supporting teachers in their use of ICT equipment.

The ICT technician will deal with issues as reported and will report to the subject leader at the beginning of each visit to establish which jobs are to be prioritised.

Priority will be given to:

- network and internet access
- hardware
- anti-virus software <u>Teaching and Learning Styles</u>

These will include:

- using the computer and other ICT hardware to demonstrate to a group of pupils or whole classes;
- leading a group or class discussion about the benefits and limitations of ICT;
- ensuring that children will not have access to unsuitable materials (mostly filtered by the intranet) and reporting any inappropriate materials to the subject leader;
- individual, paired or small group work using resources where necessary;
- collaborative writing and design work in groups as well as opportunities to work in isolation with an individual PC;
- where one pupil is used to demonstrate or teach a skill to others the teacher must be confident that this is of benefit to all those concerned
- groups will be selected to ensure that all children are equally active and involved in the task;
- activities are planned to allow differentiation, supported by the skills, knowledge and understanding progression.

<u>Time Allocation</u>

All children have access to a computer suite for at least one hour in total per week either for use during discrete Computing lessons or for cross curricular activities. Children must have

access to other ICT equipment during the year and be used as appropriate in all subjects and access should be balanced equally across the class.

It is our aim, as funds allow, to increase the ICT equipment available to children to mirror developments in ICT in the wider world.

ICT is developing quickly and the use of obsolete equipment is of little value and is not encouraged.

A rota or booking system should be employed where necessary to ensure equality of access.

Equal Opportunities

All children will have equal access to ICT in order to develop their personal ICT capability.

When children are working in groups, we endeavour to ensure that their hands-on experience is equal.

Differentiation

Pupils with special educational needs will be entitled to the same access to ICT as their peers. In planning lessons, teachers will identify the learning goals for the majority of children as well as extension activities for the more able and support activities for the less able, so that:

- all learners have the opportunity to develop their ICT capability;
- children's individual needs will be addressed through provision of resources, learning styles and questioning;
- positive and responsible use of technology will be promoted by all;
- children who are identified as Able, Gifted and Talented are planned for to meet needs.

Special Educational Needs

Consideration will be given to modifying the task, or providing peer or adult support, for children with learning difficulties or physical or sensory disabilities. It is important to note that pupils with SEN use ICT well and should be given every opportunity to provide support for others.

Teachers will liaise with the SENCO on the use of ICT to improve teaching and learning of the curriculum.

Specialist equipment and software will be purchased as required to pupil specific needs.

Gifted, Able and Talented

To recognise the needs of more able pupils and to implement procedures and strategies that will address their needs.

Computing and ICT can be used both in and out of school to support and challenge the individual whereby various teaching styles and personalised learning aims to:

- Enrich – breadth of study across the curriculum
- Extend – develop a deeper understanding of curriculum content. Accelerate– learning at an increased pace.

All children are encouraged to display their talents at the highest level possible by using ICT to access a wider range of learning materials and experiences.

Monitoring, Recording and Assessment

Annual monitoring of all aspects of ICT informs the subject leader and school development plan/school evaluation form.

- Practitioner observations, summative and formative assessment fully informs future planning.
- Progress is assessed using the key objectives for ICT.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment.
- Information is shared with appropriate stakeholders through display, celebration events, newsletters, reports, and school website.
- Teachers are required to provide an annual summative assessment of the curriculum area and provide a report to parents.
- Teachers are required to audit their skills for CPD.

Health & Safety

Equipment is maintained to meet the agreed safety standards.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risk and control
- to recognise hazards, assess consequent risks and take steps to control
- the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks

Acceptable Use Policy (AUP)

The Internet is a vast and unregulated medium for communication. However, the Government's 'Harnessing Technology' initiative aims to promote e-learning, providing access to the wealth of materials available on the Internet. The AUP aims to develop safe

practices between pupils, teachers, parents and governors concerning resources requiring the use of the Internet.

Resources that require the use of the Internet in school are:

- World Wide
- Web Email
- Video Conferencing
- Podcasting
- Content Management Systems
- Bug Club
- Earwig
- Seesaw
- Times Tables Rockstars

Our school aim is for all parties to adhere to our policy.

The school, in accordance to its Child Safeguarding Policy and the 2004 Child Act, recognises the importance of e-Safety and the national 'Safer Internet Day' and implements the Local Authorities initiative supported by thinkyouknow.co.uk.

M.Bullen (September 2024)