Computing Policy

St Anne's Fulshaw CE Primary School
Computing Policy

Intent

The national curriculum for computing aims to ensure that:

Key Stage 1 pupils

- 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.

Key Stage 2 pupils

- 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.

Kapow Primary's Computing scheme aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to, create, manage, organise, and collaborate. Tinkering with software and programs forms a part of the ethos of the scheme as we want to develop

pupils' confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens.

The scheme of work enables pupils to meet the end of Key Stage Attainment targets outlined in the National curriculum and the aims align with those in the National curriculum. At St Anne's Fulshaw we help to equip children for life in the digital world, including developing their understanding of appropriate online behaviour, copyright issues, being discerning consumers of online information and healthy use of technology.

Implementation

The Kapow Primary scheme of work is designed with three strands which run throughout:

- Computer science
- Information technology
- Digital literacy

The implementation of Kapow Primary Computing ensures a broad and balanced coverage of the National curriculum requirements, and our 'Skills showcase' units provide pupils with the opportunity to learn and apply transferable skills. Where meaningful, units can link to other subjects such as science, art, and music to enable the development of further transferable skills and genuine cross-curricular learning – this is highly encouraged.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Online safety is given a high priority at St Anne's Fulshaw and we run an E-safety day each year as well as referring to issues regularly throughout the year.

It is important in reception to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world, such as role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

We use the whole school computing scheme of work from Kapow and we operate a 2-year cycle in Years 1&2, Years 3&4 and in Years 5&6. At the start of each topic, teachers take time to find out what our children already understand and what they want to find out. During our 2-year cycle, children will not cover all elements teaching until the end of the 2-year cycle.

Impact

After the implementation of Kapow Primary Computing, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be active participants in the ever-increasing digital world.
The expected impact of following the Kapow Primary Computing scheme of work is that children will:

- Be critical thinkers and able to understand how to make informed and appropriate digital choices in the future.
- Understand the importance that computing will have going forward in both their educational and working life and in their social and personal futures.
- Understand how to balance time spent on technology and time spent away from it in a healthy and appropriate manner.
- Understand that technology helps to showcase their ideas and creativity.They will know that different types of software and hardware can help them achieve a broad variety of artistic and practical aims.
- Show a clear progression of technical skills across all areas of the National curriculum - computer science, information technology and digital literacy.
- Be able to use technology both individually and as part of a collaborative team.
- Be aware of online safety issues and protocols and be able to deal with any problems in a responsible and appropriate manner.
- Have an awareness of developments in technology and have an idea of how current technologies work and relate to one another.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

Equal Opportunities

All pupils must have equal opportunities to reach their full potential across the curriculum, regardless of race, gender, cultural background, ability or any sensory or physical disability. Classrooms and activities are managed taking account of these issues, and curriculum materials which are not biased are used.

SEND

Early identification of children with SEND is essential to ensure these children maximise their potential across the curriculum. Classes contain children of mixed age and ability, so a wide range of activities are planned to accommodate different needs and abilities. Adaptations are made to accommodate specific needs of individual children as appropriate.

Subject Development

It is the responsibility of the subject leader to keep up to date with developments and issues in the Computing curriculum and beyond, and to advise and inform colleagues as necessary.

The subject leader will attend appropriate INSET and feed back to staff. They will also identify suitable CPD courses for other members of staff.

As appropriate, the subject leader will investigate and arrange activities and visits from specialists, in consultation with the head teacher, as well as trips out of school to support the delivery of the curriculum.

Monitoring

The subject leader is responsible for development and evaluation of the Computing curriculum to ensure continuity and progression across the school.

This includes:

- helping teachers with planning
- reviewing and updating policy as necessary
- observation of lessons and feedback
- analysing results of assessments to identify whole school strengths and weaknesses

Samples of work are collected from each year group in all classes to give an overview of coverage, attainment and progression.

Assessment

Assessment for learning takes place routinely within the class setting. Children are aware of their areas for improvement through marking and feedback.

Progress is recorded on Insight, in whole class books where appropriate, and photographic evidence of progress is stored electronically.

Resources

The subject leader is responsible for the management of resources to support learning in Computing, ensuring they are up to date, available and appropriate.

Health and Safety

Where special equipment is used, guidance is taken from Cleapps. Children are taught to use equipment correctly, store it safely and manage its use sensibly.

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