



Computing Policy

This policy outlines the guiding principles by which Gaskell Community Primary School will implement Computing in accordance with statutory requirements.

Our rationale for teaching Computing:

This policy has been created by staff and Governors to ensure consistency and progression in the school's approach to Computing.

This policy represents continuity and change, challenge and opportunity. It gives schools the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

The use of information and communication technology (ICT) is an integral part of the national curriculum and is a key skill for everyday life. It prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that ICT is an important tool in both the society we live in and in the process of teaching and learning. Computers, tablets, programmable robots, digital and video cameras, use of everyday ICT equipment such as photocopier, CD player, microphones are a few of the tools pupils can use to find, analyse, exchange and present information responsibly and creatively. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. At Gaskell we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

The Acceptable Use of ICT Policy and the Online Safety Policies should also be read in conjunction with this policy.

How Computing is structured through the school

We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the Computing topics that the children study in each term during each key stage. The Computing subject leader works this out in conjunction with teaching colleagues in each year group, and the children often study Computing as part of their work in other subject areas. Our long-term Computing plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

The National Curriculum states that pupils should be taught to: <u>Key Stage 1:</u>	<u>Key Stage 2</u>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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.

ICT is taught using the 'I can' statements. The outline for the 2 year cycle is detailed below:

Cycle A:

Block A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	See development matters 22-36 mths / 30 - 50 mths					
Reception	E Safety	Digital Literacy	Digital creativity	Computer Science	Information Technology	Data Handling
Class 1	E Safety	Y1/2 Digital Literacy	Y1/2 Digital Literacy	Y1/2 Digital Creativity	Y1/2 Digital Creativity	Y1/2 Data handling
Class 1 / 2	E Safety	Y1/2 Digital Literacy	Y1/2 Digital Literacy	Y1/2 Digital Creativity	Y1/2 Digital Creativity	Y1/2 Data handling
Class 2	E Safety	Y1/2 Digital Literacy	Y1/2 Digital Literacy	Y1/2 Digital Creativity	Y1/2 Digital Creativity	Y1/2 Data handling
Class 3	E Safety	Y3/4 Digital Literacy	Y3/4 Digital Literacy	Y3/4 Digital Creativity	Y3/4 Digital Creativity	Y3/4 Data handling
Class 3/4	E Safety	Y3/4 Digital Literacy	Y3/4 Digital Literacy	Y3/4 Digital Creativity	Y3/4 Digital Creativity	Y3/4 Data handling
Class 4 / 5	E Safety	Y 3/4 Digital Literacy	Y 3/4 Digital Literacy	Y 3/4 Digital Creativity	Y 3/4 Digital Creativity	Y 3/4 Data handling
Class 5	E Safety	Y5/6 Digital Literacy	Y5/6 Digital Literacy	Y 5/6 Digital Creativity	Y 5/6 Digital Creativity	Y5/6 Data handling
Class 6B/ 6C	E Safety	Y5/6 Digital Literacy	Y5/6 Digital Literacy	Y 5/6 Digital Creativity	Y 5/6 Digital Creativity	Y5/6 Data Handling

Cycle B:

Block B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	See development matters 22-36 mths / 30 - 50 mths					
Reception	E Safety	Digital Literacy	Digital creativity	Computer Science	Information Technology	Data Handling
Class 1	E Safety	Y1/2 Computer Science	Y1/2 Computer Science	Y1/2 Information technology	Y1/2 Information technology	Y1/2 Data handling
Class 1 / 2	E Safety	Y1/2 Computer Science	Y1/2 Computer Science	Y1/2 Information technology	Y1/2 Information technology	Y1/2 Data handling
Class 2	E Safety	Y1/2 Computer Science	Y1/2 Computer Science	Y1/2 Information technology	Y1/2 Information technology	Y1/2 Data handling
Class 3	E Safety	Y3/4 Computer Science	Y3/4 Computer Science	Y3/4 Information technology	Y3/4 Information technology	Y3/4 Data handling
Class 3/4	E Safety	Y3/4 Computer Science	Y3/4 Computer Science	Y3/4 Information technology	Y3/4 Information technology	Y3/4 Data handling
Class 4 / 5	E Safety	Y 3/4 Computer Science	Y 3/4 Computer Science	Y 3/4 Information technology	Y 3/4 Information technology	Y 3/4 Data handling
Class 5	E Safety	Y5/6 Computer Science	Y5/6 Computer Science	Y 5/6 Information technology	Y 5/6 Information technology	Y5/6 Data handling
Class 6B/ 6C	E Safety	Y5/6 Computer Science	Y5/6 Computer Science	Y 5/6 Information technology	Y 5/6 Information technology	Y5/6 Data Handling

E-Safety runs throughout the year, however there is a focus on E-Safety during Autumn 1. School also has a focus on online safety during Spring 1 when we enter the Bolton School ICT E-Safety competition.

Equal opportunities in Computing:

Computing is taught within the guidelines of the school's equal-opportunities policy.

- ✚ We ensure that all our children have the opportunity to gain religious education knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- ✚ Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- ✚ In our teaching, Computing is closely linked with literacy, mathematics and computing.
- ✚ We recognise the particular importance of first-hand experience for motivating children with learning difficulties.

Expectations:

Expectations for the end of year groups and key stages are set out in the I CAN statements which are updated every half term with the children's achievements.

Assessment:

Learning is focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. We use a number of tools to assess and monitor children's learning.

- Child interviews take place throughout the year to ascertain children's views on the subject.
- I CAN statements are used to plan lessons and track the progression of the children.
- Children are assessed using the SIMS tracking system. These are updated termly.

Monitoring:

The learning, teaching and achievement in Computing are monitored using a range of strategies by the subject leader, phase leaders and the Senior Leadership team. Monitoring activities include: work scrutinies, planning scrutinies, lesson observations, pupil interviews and learning walks.

Health and Safety

The school is aware of the health and safety issues involved in children's use of ICT. All electrical appliances in school are tested accordingly.

Security

- the IT technicians will be responsible for regularly updating anti-virus software
- use of ICT and computing will be in line with the school's 'Online Safety Policy'. All staff, volunteers and children must sign a copy of the Acceptable Use Policy (AUP)
- all pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequences of any misuse
- the agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all classrooms and signed by the children.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible computing system by investing in resources that will effectively deliver the strands of the new curriculum and support the use of ICT and computing across the school.

Staff are required to inform the coordinator of any faults as soon as they are noticed and record these in the ICT faults document situated on each computer desktop. The school has access to a named technician who is available in school every Thursday morning to deal with technical issues.

Monitoring

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the subject coordinator and the Senior Leadership Team. The coordinator is also responsible for supporting colleagues in the teaching of computing, for keeping informed and current developments in the subject and for providing a strategic lead and direction for the subject in the school. The coordinator will be responsible for setting targets for the school development plan and ensuring that these targets are met.

Review:

This policy has been reviewed by the Subject Leader, Vicky Blakemore in March 2019.
Date for next review of this document October 2019.

Written by: Vicky Blakemore

Date: March 2019