Penwortham Primary School

Computing Policy

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Last Review Date: March 2018
Next Review Date: March 2020

Signed: 
Date: 
Chair of Committee

Signed: 
Date: 
Headteacher
This policy is intended to ensure consistency across the school in terms of Computing, in line with the National Curriculum 2014.

Policy Aims:

To develop children’s knowledge, understanding and skills so that they can:

- **Allow** pupils and staff to gain confidence and enjoyment from their computing activities and to develop skills which extend and enhance their learning throughout the curriculum.
- **Allow** pupils to evaluate the potential of computers and also their limitations e.g. to learn about issues of security, confidentiality and accuracy.
- **Develop** a whole school approach to computing ensuring continuity and progression.
- **Allow** pupils to develop their knowledge and skills in Computer Science, Digital Literacy, Information Technology and Online Safety.
- **Support** pupils’ use of computers in everyday life and develop this in the classroom.
- **Use** ICT as a tool to enhance learning throughout the curriculum.

The new National Curriculum 2014 states that a high quality computing curriculum equips children to use computational thinking and creativity to understand and change the world. We aim to enable children to explore their attitudes to Computing and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy. We aim to create activities that will challenge and at which each child can experience success by recognising that children vary considerably both in the rate of learning and in the things they learn. **Experiences will be created for each child, which match that child’s stage of development and build upon knowledge and skills already gained formally/informally both inside/outside school.**

**Teaching**

The teaching style that we adopt is as active and practical as possible. This will include some whole class teacher-led activities, some paired work and some Year Group differentiation. Effective teaching of Computing and ICT involves making connections across other curriculum areas and through continuous provision in the EYFS and Key Stage 1 and 2. Computing has deep links with mathematics, science and design technology and provides insights into both natural and artificial systems. Online-safety is also an important part of PSHE.
Assessment, Recording and Reporting

Learners are formatively assessed continuously in Computing and ICT by teachers in the course of their teaching, through observation, questioning and analysis of work. It is the responsibility of the class teacher to assess the progress of individual learners. This involves identifying each child’s progress, determining what each child has learned and what, therefore, should be the next stage in his/her learning, so informing future planning.

The curriculum

Foundation Stage:

- Know how to operate simple equipment, e.g. turn on a computer and use a remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Know that information can be retrieved from computers.
- Complete a simple program on a computer.
- Use ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.
- Understand the importance of staying safe online and being supervised by an adult.

Key Stage 1:

Throughout years 1 and 2, children will:

- 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 ICT beyond school.
- Use technology safely and respectfully, keeping personal information private, identify where to go to for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 2:

Throughout years 3, 4, 5 and 6, children will:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving 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 worldwide 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.

Resources:

• Medium Term Plan, developed in conjunction with Wandsworth City Learning Centre
• Class sets of laptops (40 in total)
• 2 class set of IPads
• Each teacher has their own IPad for use in school
• Interactive Whiteboards in each class and hall
• Visualizers in each class
• PCs in each class
• Digital learning resources such as Phonics Play, Barefoot and Education City
• A range of apps installed onto IPads to support cross curricular links, some recommended by Wandsworth CLC, others by Subject leaders
• Microsoft productivity tools – Office (or simplified Office tools like 2Simple for younger learners, or ), Explorer and accessories (like Paint, Photostory);
• LGFL web based resources
• Controllable robots such as Beebots and Roamers
• CD player/recorders
• Apple TV for each classroom

In addition, Concept keyboards and switch access to computers may be needed for some children. These needs will be identified and funded through the SEN budget.

Equal Opportunities

All pupils should have the opportunity to develop computing capability. **We ensure that all our pupils** are given encouragement and the opportunity to develop their full potential in Computing and ICT, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background or disability.
Security

All networked computers, including laptops, have filtered internet access. All staff should review and evaluate resources available on web sites to ensure that they are appropriate to the age range and ability of pupils being taught.

The school’s computers should not be used at any time for downloading, copying or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space be stored on our server. People wishing to download and copy large files to a CD should discuss it with the Computing Co-ordinator.

Nobody should attempt at any time to install any software of any kind onto the school’s network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the Computing Co-ordinator or the Headteacher should be sought first, the licence checked and the relevant media handed to the Computing Coordinator to arrange for installation.

All users of the network must be aware that their user areas and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy may be removed.

All use of the school’s computing resources should be in line with this policy and the rules contained in the school’s Acceptable Internet Use Policy.

Laptops

Wireless laptops bought to support the curriculum are for the use of pupils. iPad – the class sets are for the use of pupils. Staff iPads are to support record keeping, assessment and teaching and all staff must sign a loan agreement before accepting the loan of an iPad. Once this loan agreement has been signed the iPad may leave school premises for professional use only.

Updated February 2018 by Sarah Young
This Policy will be reviewed March 2018