



# **POLICIES AND PROCEDURES**

## **COMPUTING POLICY**

DATE AGREED BY GOV'S;	SPRING 2018 TEACHING AND LEARNING
DATE AGREED BY FULL GOV BODY;	SPRING 2018
REVISION DATE;	SPRING 2021

### **STATEMENT FOR EQUALITY;**

*Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.*

### **Rationale**

The 2014 National Curriculum introduces a new subject, Computing, which replaces ICT. This represents continuity and change, challenge and opportunity. The New National Curriculum for Computing has been developed to equip young people with the fundamental skills, knowledge and understanding of Computing they will need for the rest of their lives. 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.

At Manor Park Primary School, Computing is an integral part of the curriculum and it plays a significant role in extending a child's learning across all subjects, ensuring a broad and balanced provision. The development of Computing is continually changing at home and in the wider community. Its impact on our lives continues to grow and it is essential that our pupils can take advantage of the opportunities that Computing provides and to understand its effects. It is important that pupils in our school gain the relevant skills of critical thinking, problem solving, imagination and creativity and to confidently use Computing throughout their lives.

### **Aims**

- To use a whole school approach to Computing to ensure continuity, progression and quality of teaching and learning for all pupils.
- To enable pupils to gain confidence and enjoyment from their Computing activities and develop skills which extend and enhance their learning throughout the curriculum, using a range of tools.
- To foster a responsible and safe attitude to the use of Computing in school and in the wider community.

## **Equal Opportunities and Entitlement**

In planning lessons, teachers will identify the learning objective for the majority of children, as well as developing challenging activities for the more able. Pupils with Special Educational Needs will be entitled to the same access to Computing as their peers. Tasks or objectives may be modified to support those who have difficulties.

## **Provision**

Computing is taught through Cornerstones Creative Curriculum where Computing has been suitably and meaningfully linked to learning projects. Our long term plan ensures that objectives covered in each year group are skills based and progressive. This allows pupils to develop their knowledge and understanding of how Computing is used in everyday life. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

The fundamental skills, knowledge and concepts that children will develop are categorised into three strands:

- 1) **Computer Science (CS)**
- 2) **Information Technology (IT)**
- 3) **Digital literacy (DL)**

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. By 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, 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.

In the Foundation Stage, the Information Communication Technology requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous and blocked units.

Digital devices such as Computers, Laptops and iPads, distributed around the school, are used to help pupils access the Computing curriculum, along with a range of other resources such as programmable toys and visualisers.

Teachers employ a range of teaching strategies including:

- 1) Using the interactive whiteboard to demonstrate to a group or whole class.
- 2) Leading a group or class discussion – encouraging problem solving
- 3) Individual or paired work – differentiated according to the task or subject link
- 4) Collaborative writing or design work.

Learning can be extended into the home environment through the use of My USO and J2Launch, provided through the London Grid for Learning. Here, parents, carers and pupils can access a range of curriculum resources and support, provided within year group tabs, and can access free web2 resources such as J2code and J2E. See learning platform policy for further information.

## **Assessment**

Pupils' Computing capability and work will be regularly assessed and used to inform next steps in learning. Achievement is reported to parents at the end of each academic year. Pupils will be assessed against Cornerstones objectives for each year group through tasks, teacher observation, and some by student self-assessment. Pupils' work is saved to secure cloud storage, provided by LGfL, in individual pupil files for reference throughout the year.

## **Safety and Security**

The school has an E-Safety and Acceptable Use Policy that work in conjunction with this policy to protect the staff and pupils in the school.

E-safety is taught explicitly at the beginning of each Autumn term and revisited throughout the year. Children are made aware of safe practice with the equipment that they handle, including showing pupils how to adjust the settings of their monitors, as well as the correct keyboard and seating position.

## **Role of the Computing leader**

- To monitor and review planning, ensuring that a range of learning needs are catered for.
- To regularly monitor and support the teaching and assessment of Computing, including the observation of lessons.
- To liaise with ICT technician and handover job requests.
- To inform the rest of the staff about new developments and training, where appropriate.
- All of this will be reported to the Headteacher with regard to the school's development plan.