



Computing Policy March 2024

Date of Policy Review:	Reviewer:	Date Shared with Staff:	Date of Next Review:
March 2024	R Forgan	March 2024	March 2025

Our school policies reflect Pilgrim Primary Academy's commitment to an inclusive, creative and stimulating curriculum, based around high quality teaching and learning. It reflects our curriculum aims of: culture and community, ambition and well-being.

Purpose of Study:

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Pilgrim Primary Academy a wide range of technologies are used to enhance teaching and learning throughout the curriculum. It is our intention to empower pupils to acquire and develop the skills necessary to become competent, confident, creative and safe users of technology and to appreciate how it supports learning.

Aims:

We believe that an engaging and motivating Computing curriculum will enable our learners to:

- Provide a relevant, challenging and enjoyable Computing curriculum for all pupils.
- Meet the requirements of the National Curriculum programmes of study for Computing.
- Use Computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use Computing throughout their later life.
- To enhance learning in other areas of the curriculum using computational skills.
- To develop an understanding of how to use Computing safely and responsibly.

Knowledge and understanding:

Early years Objectives: It is important in the Foundation Stage 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 in 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.

Key stage 1: 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.

Key stage 2: 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 and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Curriculum Planning:

All Computing Lessons are derived from the purchased scheme Computing At School. This scheme covers all National Curriculum objectives as well as E-Safety teaching opportunities. It allows clear progression from Foundation Stage to Year 6 and assessment opportunities. Additional Computing opportunities are planned with other Core and Foundation Subjects to enhance learning through cross curricular activities. E-Safety is additionally taught using the Government's Think-U-Know resources, during Anti-Bullying Week in November and E-Safety Day in February.

Cross Curricular links:

As a staff we are all aware that ICT and computing capability should be achieved through Core and Foundation Subjects. Where appropriate, ICT and Computing should be incorporated into schemes of work for all subjects. ICT and Computing should be used to support learning in other subjects as well as develop ICT and Computing skills.

Resourcing:

We acknowledge the need to continually maintain, update and develop our resources and to make progress towards a consistent, compatible system by investing in resources that will effectively deliver the strands of the National Curriculum and support the use of computing across the School. Teachers are required to inform the Computing Subject Leader of any faults as soon as they are noticed. ICT and computing network infrastructure and equipment has been sited so that:

- all classrooms contain an interactive whiteboard to enhance the teaching and learning in all lessons across the curriculum;
- at Pilgrim Primary we provide access for the children to 90 Chromebooks, stored in 3 portable storage banks shared across the school, making them easy to move from class to class;
- A selection of desktop PC's available for each classroom.
- A class camera.
- in addition to this there is a variety of other ICT equipment in School to support the children in accessing the curriculum;

A variety of software is available for supporting lessons across the curriculum. All software is recommended by the LA is used in School. Pupils also have access to resources online to cover all aspects of the curriculum. These resources are monitored and used under the guidance and supervision of the class teacher.

The School has a Computing technician who visits school one afternoon every week.

A nominated governor takes a particular interest in ICT and Computing in School.

Health and safety:

All fixed electrical appliances and all portable electrical equipment in School is tested by an external contractor every twelve months. Staff are advised not to bring their own electrical equipment into School but if this is necessary, then the equipment must be PAT tested before being used in School. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the Subject Leader or Business Manager who will arrange for repair or disposal.

E-Safety guidelines will be set out in the E-Safety and E-Safeguarding Policy.

The Computing technician and Subject Leader will be responsible for regularly updating anti-virus software.

Use of ICT and Computing will be in line with the School's 'Acceptable Use Policy'. All staff, volunteers and children must sign a copy of the School's AUP. Parents will be made aware of the 'Acceptable Use Policy' on admission and again in KS2. 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 consequence of any misuse.

Assessment and reporting:

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the Computing at School scheme of work each term. Assessing Computing is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and Computing. As assessment is part of the learning process it is essential that pupils are closely involved.

We assess the children's work in Computing by making informal judgements as we observe the children during lessons. Computing work is saved on the school network. Other work may be printed and filed within the subject from which the task was set.

We report to parents regarding attainment and achieving in Computing, on an annual basis, through school reports. The Computing Subject Leader reports annually to Governors.

Subject leader assessment and monitoring:

The Subject Leader is responsible for monitoring the standard of the children's work and the quality of teaching. This may be through pupil interviews, sampling learning or looking at other data for the subject. The Subject Leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the School. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.