CHOWBENT PRIMARY SCHOOL

Computing Policy

Date policy agreed by Governing body:

7th November 2023

Signed Mrs S Heapy Chair

S. Heapy

Purpose

At Chowbent Primary School we value the role of Computing both in school and the wider world. The development of Computing capability is important in preparing all pupils for citizenship in a digital society; including how to stay safe in it. Computing, within the wider school curriculum provides opportunities to enhance, enrich and extend teaching and learning experiences in other subject areas. Computing can promote the self-esteem and confidence of all pupils, including those with Special Educational Needs (SEN) and disabilities as well as those who are more able and talented.

Aims

Computing should equip children with the skills they need to enhance their learning experience through the application of technology. It should prepare them for life in the digital age and ensure they are able to stay safe. It should engender their creativity and provide them with ways to express themselves. At Chowbent we aim for every child to reach their true potential in becoming I.T. literate and prepared for the next stage of their educational journey.

Objectives

Pupils should be given opportunities to:

- Access their entitlement within the National Curriculum.
- Develop confidence and find pleasure in using Computing purposefully.
- Develop knowledge, understanding and skills to stay safe when using digital equipment both within school and in the wider world.
- Aspire to the highest possible standards of achievement.
- Enhance, extend and enrich their learning across the whole curriculum.
- Develop Computing skills, knowledge, understanding and the confidence and practical capability to apply these in future learning and to enable home-learning.
- Increase independent learning.
- Develop collaborative and investigative skills, abilities and understanding.
- Communicate locally and globally using the Internet, including e-mail and video messaging.
- Use Computing to develop partnerships beyond the school.
- Value the scope and limitations of Computing in the wider world.
- Develop knowledge, understanding and skills to stay safe when using digital equipment both within school and in the wider world.
- Computing should also be used to meet the individual needs of pupils to maximise their access to the curriculum and to support their learning.

The Computing Curriculum

The school's skill progression and Implementation plans show how computing skills are developed and built upon year on year. These are enhanced through the following of a coherent scheme of work and linked resources called ILearn2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	**Digital Literacy** *Mouse & Keyboard Skills* *E Safety*	**Communication & Networking** *Digital Art* *Design*	**Coding** *Introducing Programming*	**Communication & Networking** *Text & Images* *Comic Creation*	**Communication & Networking** *Music Creation*	**Data**
Y2	**Digital Literacy** *Recognise Uses of IT* *E safety* *Internet Research*	**Coding** *Developing Programming* *Programming with Scratch Jr*	**Communication & Networking** *Digital Art* *E Book Creation*	**Communication & Networking** *Introduction to Animation*	**Data** *Introduction to Data Handling*	
Y3	**Digital Literacy** *E Safety*	**Communication & Networking** *Comic Creation* *Storyboards* *Digital Art* *Music Creation*	**Coding** *Programming in Scratch*	**Coding** *Programming in Kodu*	**Data** *Branching Database*	**Communication & Networking** *Document Editing & Creation* *3D Design* *Infographics*
Y4	**Digital Literacy** *E Safety*	**Communication & Networking** *Graphic Design* *Animation*	**Coding** *Programming in Scratch*	**Communication & Networking** *Video Editing* *E Book Creation*	**Data** *Data Handling*	**Digital Literacy** *Internet Research* *Inside a Computer*

		3D Design				
Y5	**Communication & Networking** *App Design* *Computer Networks & The Internet*	**Data** *Data Handling*	**Coding** *Programming in Scratch* *Text-Based Programming*	**Digital Literacy** *Operating Systems* *E Safety*	**Coding** *Programming with Sphero* *Physical Devices*	**Communication & Networking** *E Book Creation* *Music Creation*
Y6	**Digital Literacy** *Computers Past, Present & Future* *Binary Code* *HTML* *E Safety*	**Data** *Data Detectives*	**Coding** *Programming in Scratch (+Microbits)*	**Digital Literacy** *Virtual Reality* *Machine Learning & A.I.*	**Coding** *Python Programming Language*	**Communication & Networking** *Graphic Design* *Image Editing* *Web Design*
Units	Coding	Communication & Networking	Data	Digital Literacy	*Units in italics from iLearn2 resource packs*	

Teaching and Learning

Computing skills are taught both discretely and across the curriculum. Pupils will generally use digital equipment such as laptops and iPads both in their classrooms and in the dedicated Computing Suite. This work may be undertaken in other locations with adult supervisions.

Computing activities may be undertaken through individual, paired or group work.

Software is hosted both on our own internal servers or accessed remotely through the internet.

New skills will generally be taught to the whole-class then reinforced by group/pair or individual work. There are different models for the teaching of skills including:
• Teacher or adult demonstration to the class or groups - specific skills e.g. programming, change font size, cut and paste etc.
• Teacher or adult role-model to a group - e.g. story writing, filmmaking.
• Teacher resource/tool - e.g. video conferencing, sharing talking story, capturing/ sharing evidence, manipulate text with group or class (identify verbs, change tenses etc).
• Teacher tool - using computer as electronic whiteboard when brainstorming or interactive resources;
• Teacher monitors progress and intervenes appropriately while pupils work at computer - e.g. opportunities to demonstrate or share possible difficulties or solutions with whole class. • Allowing structured pupil led exploration and intervening where appropriate to maximise pace and progression.

SEND - refer also to SEND Policy and the Code of Practice Computing will be used to help meet the Special Educational Needs of all pupils, including those identified as being more able or talented, in order to maximise their access to the curriculum and to support their learning. The technology can form part of the reasonable adjustments required to help a child with SEND access the curriculum and enhance their learning experience.

The Foundation Stage

Computing is taught as an integral part of the topic work covered during the foundation stage. We relate the computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Computing allows children to produce work which otherwise maybe beyond their ability, providing an outlet for creative development and engagement with the arts and a way to develop their knowledge and understanding of the world. It also allows them to practise and develop skills across many strands of the Early Years Foundation Stage Curriculum.

Assessment

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 knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved.
Assessment can be broken down into:

•*Formative assessments* are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

•*Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to

demonstrate capability in relation to the unit/term's work. There should be an opportunity for pupil review and identification of next steps.

Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Teachers will use assessments to form a judgement as to whether each child has met the objectives for each unit within their year group. Evidence of work will be available in class floor books, on photographs, videos and notes on discussions with children etc. This will demonstrate achievement of objectives.

Monitoring and review

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The Computing Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

• Ensure that there is clear progression throughout the school

• Analyse assessment data and pupil progress

• Identify any training needs and offer extra support and guidance to staff when it is appropriate

• Ensure that there are suitable resources to help with the teaching and learning of Computing.