

# Computing Policy



## COMPUTING POLICY

### 1. Strategy

- 1.1 The use of computing 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.
- 1.2 At Blakedown C of E Primary School 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.
- 1.3 The school believes that computing:
  - Gives pupils immediate access to a rich source of materials.
  - Can present information in new ways which help pupils understand access and use it more readily.
  - Can motivate and enthuse pupils.
  - Can help pupils focus and concentrate.
  - Offers potential for effective group working.
  - Has the flexibility to meet the individual needs and abilities of each pupil.

### 2. Policy

- 2.1 At Blakedown C of E Primary school, we aim to ensure that children:
  - 2.1.1 can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
  - 2.1.2 can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
  - 2.1.3 can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
  - 2.1.4 are responsible, competent, confident and creative users of information and communication technology
  - 2.1.5 can use a range of computer programmes for the purposes of word processing, data analysis and presentation of information
  - 2.1.6 will have enhanced learning experiences in other areas of the curriculum using computing
  - 2.1.7 will develop and understanding of how to use a computer safely and responsibly

### 3. Procedure

#### 3.1. EYFS

It is important in the foundation stage to give children a broad, play-based experience of computing as it 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 'paint' on the whiteboard or drive a remote-controlled toy. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

#### 3.2 KS1

By the end of key stage 1 pupils should be taught to:

- 3.2.1 that programs execute by following a sequence of instructions
- 3.2.2 write and test simple programs;
- 3.2.3 use logical reasoning to predict and computing the behaviour of simple programs organise, store, manipulate and retrieve data in a range of digital formats; and
- 3.2.4 communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

#### 3.3. KS2

By the end of key stage 2 pupils should be taught to:

- 3.3.1 design and write 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;
- 3.3.2 work with variables and various forms of input and output;
- 3.3.3 generate appropriate inputs and predicted outputs to test programs;
- 3.3.4 use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs;
- 3.3.5 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;
- 3.3.6 describe how internet search engines find and store data; use search engines effectively;
- 3.3.7 be discerning in evaluating digital content; respect individuals and intellectual property;
- 3.3.8 use technology responsibly, securely and safely
- 3.3.9 Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- 3.3.10 E-Safety (also to include the use of social media and online gaming).

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**3.4 Resources and Access**

The school acknowledges the need to continually maintain and update its resources, and support the use of computing across the school. Teachers are required to inform the computing coordinator of any faults as soon as they are noticed. Resources are located in individual classrooms.

Computing network infrastructure and equipment has been sited so that every classroom from EYFS to Yr6 has a computer connected to the school network and an interactive whiteboard with sound and DVD facilities.

There is one laptop trolley in school. There is a total of 30 laptops with internet access available to use in classrooms. These are allocated on a rota basis.

Pupils may use computing equipment independently, in pairs, alongside a TA or in a group with a teacher.

The school has taken a service level agreement out with ENTRUST, who manage the school system. The technician attends school for half a day each week.

An online logbook is used to report any faults for the technician to tackle each week, but for emergencies ENTRUST can be contacted for remote support.

**3.5 Assessment and record keeping (also see assessment policy)**

Teachers regularly assess capability through observations and completed work. Assessing computing work 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 computing. As assessment is part of the learning process it is essential that pupils are closely involved.

Assessment can be broken down into;

3.5.1 Formative assessments which 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.

3.5.2 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 term's work.

3.5.3 There should be an opportunity for pupil review and identification of next steps in order to develop skills.

**3.6 Monitoring**

The subject leader, along with the headteacher is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations and looking at teacher assessment for the subject. The subject leader is also responsible for supporting

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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.

**3.7 The role of the co-ordinator**

There is a computing lead who is responsible for:

- 3.7.1 producing a computing policy across the school.
- 3.7.2 offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of ICT.
- 3.7.3 maintaining resources and advise staff on the use of materials, equipment and books.
- 3.7.4 monitoring classroom teaching
- 3.7.5 monitoring the children's computing work, looking at samples of different abilities.
- 3.7.6 leading and arranging staff training on new initiatives.
- 3.7.7 attending appropriate in-service training and keep staff up to date with relevant information and developments.
- 3.7.8 helping staff to use assessment to inform future planning.
- 3.7.9 liaising with ENTRUST to address any faults within the computing system.

**3.8 Security**

- 3.8.1 ENTRUST will be responsible for regularly updating anti-virus software.
- 3.8.2 The use of computing will be in line with the school's 'acceptable use policy/E-safety policy'.
- 3.8.3 Parents will be made aware of the 'acceptable use policy' at school entry and at the start of KS2.
- 3.8.4 All pupils and parents will be aware of the school rules for responsible use of computing and the internet and will understand the consequence of any misuse.
- 3.8.5 Throughout the teaching of computing, children will be taught about online safety and the responsible use of computing equipment.

**3.9 Parental involvement**

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

**4. Monitoring**

- 4.1 The Governing Body and Headteacher and will monitor and review the effectiveness of this policy on a regular basis, but no less frequently than every three years.
- 4.2 Governors will also monitor the effectiveness of this policy through school visits.