Approved by Governors (date)……

Head Teacher…….....

On behalf of Governors ……

POLICY FOR Computing

INTENT

At Castle View Primary School, we aim to equip children to participate in a world of rapidly changing technology. We want to enable children to be confident with a range of technology, such as computers, iPads, laptops, programmable robots and video cameras to acquire, organise, store, manipulate, interpret, analyse, communicate and present information. Planning focuses on a combination of computer science, information technology and digital literacy. Computer science will give pupils the chance to understand the principles of how digital systems work with the opportunity to program their own instructions for games. Independent invention of programs throughout both key stages enables pupils to gain an understanding of how computer science is applied in the real-world and equips pupils with the skills to do so. Information technology allows pupils to use technology purposefully and apply computer systems to solve real-world problems, such as finding things out using the internet, exchanging and sharing information, and reviewing, modifying and evaluating work. This aspect of computing is important for a broad and balanced technological education. Digital literacy within computing ensures that pupils know how to use the internet in a safe, respectful and responsible manner. Pupils will enhance their knowledge of e-safety, and ensure they are discerning when evaluating digital content. As a school, we also recognise the importance of cross-curricular learning for our pupils and therefore aim to make meaningful cross-curricular links with other subjects as well as allowing opportunities to develop and refine a range of specific computing skills. Ultimately, we aim to enable children to become confident, creative and independent users of all types of digital technology.

IMPLEMENTATION

1. At least one computing session takes place each week.
2. Access to the ICT suite once a week is timetabled for all classes.
3. Staff will follow a whole school curriculum overview to ensure progression of skills.
4. In EYFS teachers will provide opportunities to develop a curiosity and interest in the digital world, talking and asking questions about familiar products.
2. EYFS Teachers will provide a range of experiences that encourage digital skills through exploration, observation, problem solving, critical thinking and discussion.
3. EYFS will be included in whole school projects, workshops, events and competitions, where appropriate.
5. Children will have repeated practical experiences of computer science and programming.
6. Pupils will develop their ICT skills on a computer by using a range of programs including Word, Publisher, PowerPoint and Excel.
7. Computing planning will be evident on other subjects planning.
8. Computing will be a focus for a week each term with a specific skill focus.
9. Computing planning will be reviewed by the subject coordinator and discussed with teachers.
10. Opportunities for collaborative planning will be provided.
11. Lessons will include ‘off screen’ activities, where pupils complete practical tasks which relate to programming and algorithms without using a computer/iPad.
12. Strands within the computing overview, are planned to build on prior learning and increase pupil progress, linking with the three main aims of the computing curriculum.
13. The topics studied during lessons will be planned to build on prior learning, allowing for progression so that the children are increasingly challenged as they move up through the school.

14. Where applicable, teachers should integrate computing skills throughout research themes, to provide purposeful activities and a cross curricular approach. This will ensure computing is fully embedded throughout the year, to ensure coverage and progression.
15. Computing and information technology will not only be taught as a discrete subject but is seen as a tool to be used as appropriate throughout the curriculum to support, enrich and enhance children's learning.
16. Pupils will have the opportunity to use a range of software to develop their understanding of computer programming.
17. Teachers will set tasks which are open-ended and can have a variety of responses.
18. Lessons will be differentiated where necessary, and tasks will be of increasing difficulty, matched to the ability of the pupils.
19. Monitored work will create a portfolio of evidence for work completed throughout the year.
20. Subject co-ordinators, other than computing, should ensure computing is included within aspects of their own subject, to ensure skills are transferrable and applied in a variety of situations.
21. Digital devices used in school will be carefully managed so that all children are given equal access and opportunities.
22. Opportunities will be given for the children to use class iPads throughout the curriculum where this will enhance their learning or provide a platform for their representations.
23. IT and computing will not be withheld as a punishment or offered as a reward for good work or behaviour but is an entitlement to all pupils.
24. Work for computer science purposes will be predominantly done individually for the practise of skills, although when presenting learning through the use of information and communication technology, paired and group work will also be provided.
25. Children with additional needs will have the same ICT entitlement as all other pupils and will be offered the same curriculum.
26. Applications of ICT may be used for pupils with additional needs who need to be motivated and practise the basic skills regularly and intensively.
27. Children of high ability may need to be extended through the use of programs which offer challenging opportunities for investigation or by extending the task that has been set.
28. Feedback to children about their own progress within the lesson is done while a task is being carried out through discussion between child and teacher.
29. Children will be encouraged to assess and evaluate their own and each other's work in lessons.
30. Teachers will use iPads outside computing skill sessions, to enhance teaching and learning throughout the curriculum.
31. Teachers will have access to training which supports the embedding of computing and IT across the curriculum.
32. Teachers will feedback strategies used with children to staff within the school during professional development meetings.
33. Work completed by children will be published on the School Blog, Twitter account or through HR Reveal displays around the school. This will celebrate the work completed by pupils and provide parents with the opportunity to see what learning is happening.
34. Teachers will also use our Twitter site as a way of communicating important notices with parents and as a platform for sharing work.
35. The buying of new resources/hardware/software (particularly for the iPads) are purchased with the knowledge of the subject co-ordinator/ head teacher.
36. Written work will be presented in foundation study books and marked in line with the school marking policy.

IMPACT

Children will be confident, creative and independent users of many digital devices as well as computer programming software. Pupils will engage in meaningful tasks during specific computing lessons as well as other curriculum subjects, designed to progressively develop and refine their skills. Children will be aware of when computers, iPads and additional hardware can enhance their work and when other methods would be more suitable. Similarly, teachers will be aware of when digital devices can enhance learning and teaching beyond superficial engagement and visual appearance. Teachers will assess children's work regularly by making informal judgments during lessons, making children

aware of how they are progressing, and using this assessment to inform future planning. Children will be encouraged to discuss how their own and others work can be improved.

Reviewed and Updated: June 2022

Next Review: June 2023