

# Computing Policy



## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Early years foundation stage (EYFS)
4. Key stage 1
5. Key stage 2
6. Curriculum delivery
7. Differentiation
8. Assessment
9. Staff training
10. Monitoring and evaluation

## **Statement of Intent**

At Acorns Primary, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the key stage 1 (KS1) and key stage 2 (KS2) computing programmes of study, and to ensure that our pupils have the digital skills they need.

We are fully aware that as a GLD school our pupils will not progress according to the National Curriculum, and although this policy highlights the desired governmental progression it also states how we are a child centred school and must put the needs and academic needs of our pupils first.

## 1. **Statutory requirements**

1.1 This policy is in regard to and compliant with the following statutory guidance:

DfE (2013) 'Computing programmes of study: key stages 1 and 2'

## 2. **Key roles and responsibilities**

2.1. The Head teacher will:

- Ensure that there is a Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Computing Policy, as written, is disseminated to the computing coordinator, teaching staff and parents, for implementation.
- Hold the computing coordinator to account for the effective implementation of the Computing Policy.
- Intervene where it is apparent that the Computing Policy is not being implemented according to its provisions.

2.2. The Computing Coordinator will:

- Will work alongside the Senior Management Team (SMT) and the IT technician to secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the Head teacher and other stakeholders, such as parents, informed about implementation of the primary computing curriculum.

- Work alongside the IT Technician to keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

### 2.3. Teachers will:

- Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities, making appropriate alterations to ensure it best addresses the pupils' abilities.
- Set high expectations for all their pupils, including; EAL, Pre/Non-verbal, and PMLD pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.

## 3. **Early years foundation stage (EYFS)**

- 3.1. Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.

## 4. **Key stage 1**

- 4.1. As according to the National Curriculum, pupils should be taught to:
- Understand what algorithms are, and how they are implemented.
  - Create and debug simple programs.

- Predict the behaviour of simple programs.
  - Create, organise, store, manipulate and retrieve digital content.
  - Recognise common uses of ICT beyond school.
  - Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.
- 4.2 Pupils will be taught and explored according to individual progression using a range of technologies and teachers will incorporate computing into the curriculum where possible and relevant, ie; using green screen, internet research, particular apps to enhance curriculum.

### **5. Key stage 2**

- 5.1. As according to the National Curriculum, pupils should be taught to:
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
  - Use sequence, selection, and repetition in programs.
  - Work with variables and various forms of input and output.
  - Explain how some simple algorithms work, and how they can detect and correct errors.
  - Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
  - Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
  - Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.

- Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns.
- 5.2 Pupils will be taught and explored according to individual progression using a range of technologies and teachers will incorporate computing into the curriculum where possible and relevant, ie; using green screen, internet research, particular apps to enhance curriculum

### **6. Curriculum delivery**

- 6.1. A computing curriculum is provided on the school shared drive (Shared Folders-Teacher Share-Computing-Acorns Computing Curriculum 2019), this should be used to identify the units of work set out for each year through the National Curriculum. All units have links to free online resources and specific lesson plans. Teachers are to adapt lessons according to pupils' needs.
- 6.2. As aforementioned the above curriculum is be used as a guideline for teachers and staff. Units and lessons are to be used according to pupil's ability, pupils working on P1-P3 are to use sensory equipment assessment via EFL and IEP targets
- 6.3. The use of iPad apps will be based on the appropriate needs of the pupils and apps will be regularly updated and sourced by Computing Coordinator and IT Technician, all staff members can offer suggestions of apps at any time to be discussed and agreed during Teachers Meetings
- 6.4. Please refer to Appendix 1 for a list of school equipment and where they are stored.
- 6.5. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to our pupils needs.

- 6.6. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials. This will be maintained by the school IT Technician.
- 6.7. Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

### **7. Differentiation**

- 7.1. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:
  - Grouping pupils by ability and setting different tasks for each ability group.
  - Making reasonable adjustments to the way in which we deliver the computing curriculum, according to individual needs.
  - Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.
- 7.2. Academically more able pupils may be asked to become 'digital leaders', mentoring and sharing their skills with others, both in their own classes and across the school

### **8. Assessment**

- 8.1. All evidence will be capture and stored on EFL. Evidence will be tagged as Computing and set against IEP targets.

- 8.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.
- 8.3. Summative assessment reviews pupils' progress and abilities, and will be undertaken termly using the B-Squared assessment scheme.

### **9. Staff training**

- 9.1. The Computing Coordinator and IT Technician will be responsible for the identification and delivery of staff training requirements.
- 9.2. Staff training requirements will be met by:
  - Auditing staff skills and confidence in the use of computers and ICT on a termly basis.
  - Arranging top-up training for individual staff members as required.
- 9.3. The Computing Coordinator and IT Technician will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

### **10. Monitoring and evaluation**


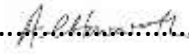
- 10.1. We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
- 10.2. We will review this policy on an annual basis in line with our school review schedule.



- 10.3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.

Policy was written by: Paul Hughes

Signed By:

.....  ..... Headteacher                      Date: September 2021  
.....  ..... Chair of Governors                      Date: September 2021

Next Review Date: September 2022

**Appendix 1**  
List of equipment

**Appendix 2**  
List of ipad apps

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	E-safety: Using the internet safely	Digital Literacy & E-safety: using a computer/device	Coding with Codeapillars/Beebots	Digital Literacy: bug hunters	Digital Literacy: potty painters	Coding: Scratch Jnr - introduction and fundamentals
<b>Year 2</b>	E-safety: Staying safe on the internet	Digital Literacy & E-safety: using a computer/device	Coding: Scratch Jnr - introduction and fundamentals	Digital Literacy - using a computer	Digital Literacy: taking and using photos	Coding: Scratch Jnr - introduction and fundamentals
<b>Year 3</b>	E-safety: Google Share with care	Digital Literacy & E-safety: using a computer/device	Digital Literacy: Explore a Topic with Research and Collaboration	Coding: Animations - Space	Coding: Sound and music - Rock band	Coding: project
<b>Year 4</b>	E-safety: Google Don't fall for fake	Digital Literacy: Research and develop a topic	Coding: Interactive - Chatbot	Coding: Game - Boat race	Digital Literacy: Childnet video competition	Coding: project
<b>Year 5</b>	E-safety: Google Secure your secrets	Digital Literacy: Plan an event	Coding: Scratch - Space Junk Game	Coding: Catch the Dots Game	Digital Literacy: Childnet video competition	Coding: project
<b>Year 6</b>	E-safety: Google It's cool to be kind	Digital Literacy: Explore a Topic with Research and Collaboration	Coding: scratch maths Building with Numbers	Coding: Scratch Memory game	Digital Literacy: Childnet video competition	Coding: project

Units are to be used freely according to cross-curriculum links and pupil ability. Sensory learners are to use Sensory Equipment Assessment via EFL and IEP targets.

iPad apps are to be used according to ability and updated frequently