

WITHNELL FOLD PRIMARY SCHOOL



COMPUTING POLICY

Introduction

Withnell Fold School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

It can be specified in to three main areas, Computer Science, Information Technology and Digital Literacy.

See Appendix 1 for a breakdown of the above.

The Acceptable Use of ICT Policy and the Online Policies should also be read in conjunction with this policy.

Computing Vision and Computing Cultural Capital

At Withnell fold we value the contribution that Computing can make for the benefit of all pupils, staff, parents and governors. We strive to provide safe Computing opportunities in all subjects to motivate and inspire pupils and raise standards across the curriculum. It is our hope that everyone in our school community will become lifelong learners equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

Computing changes the lives of everyone. Through teaching Computing, we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

By the end of primary school, our aim is for pupils to be confident and clear communicators who are able to articulate their views and opinions, in a range of situations, thus enabling them to become responsible citizens who enhance the community they live in. To enhance the opportunities for cultural capital in computing, offers could include:

- Computing reading resources
- Significant people - computing pioneers
- E-safety/cyber bullying enhancement days
- School visits/visitors – STEM
- Financial literacy
- Extra-curricular clubs

Aims

It is the aim of Withnell Fold Primary School:

- To provide all pupils with their National Curriculum entitlement through an exciting, relevant and challenging curriculum.
- To develop children's individual Computing capability to the best of their ability both in skills and understanding, as well as knowledge.
- To ensure children's Computing experiences are progressive, coherent and relevant as they move through our school.
- To apply their Computing skills and knowledge to their learning in other areas.
- To allow all staff and children to gain confidence in, and enjoyment from, the use of Computing.
- To explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.
- To use technology imaginatively and creatively to stimulate, inspire and engage all children's interest in new technologies.
- To encourage pupils to contribute to and enhance their school work and homework.
- To use Computing to keep parents informed of aspects of school life.
- To support staff so that they are able to adapt to the continually changing challenges presented by Computing and in so doing ensure that our pupils receive a Computing education in line with their ability, access and needs.

Role of Computing Leader

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

- To ensure that Computing is being taught, across key stages 1 & 2 at Withnell Fold, in line with the National Curriculum.
- To monitor and evaluate the teaching of ICT across KS1 & 2 and to support and advise classroom teachers with regards to their own planning and teaching of Computing.
- To review and update the Computing policy as and when required, ensuring that the policy reflects government initiatives and the school development plan.
- To specify and order resources which support teachers in their teaching of Computing.
- To prepare documentation, in line with the school development plan, for the governors, head teacher, staff and parents.

- To collate and summarise information to feed back to staff re: Computing teaching across the school, new developments, government initiatives, etc., in staff meetings and INSET days.
- To attend courses to develop knowledge and skills and curriculum co-ordination skills.
- To work with groups across the school if appropriate.
- To advise and assist support staff re: strategies and tasks.
- To liaise with parents and local community when required.

Teaching and learning

Teacher's planning shows ambition to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. A wide range of styles are employed to ensure all children are sufficiently challenged.

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

Curriculum development and organisation

Throughout the year, as new skills are taught, these skills will be developed through a cross curricular approach.

- The skills being taught will be introduced to the whole class and then this will be developed and consolidated by pupils working on the computers or as appropriate. Opportunities will be given to put these skills into practice and embed learning.
- Alternatively, groups may have a session on the computers where the particular skill is introduced and developed in that session.
- The consecutive sessions will build upon and extend the children's existing skills.
- The children will be ensured an equal amount of time on the computers.

Equal Opportunities

It is our policy to ensure this by:

- ensuring all children follow the framework for Computing (Lancashire ICT progression using Purple Mash)
- keeping a record of children's ICT use to ensure equal access and fairness of distribution of ICT resources
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to ICT equipment in the home environment to ensure no pupils are unduly disadvantaged

Links

An important feature of Computing in the National Curriculum is the intention that it be treated as a cross curricular activity. Like other technologies, it is essentially a tool intended to ease the performance of tasks and to make that performance more effective. Whilst some aspects of learning about Computing can be dealt with during specific lessons there is much that children can only learn by using computers during other activities. Thus it is essential that ICT be treated as a classroom resource which every child should experience regularly. This puts an onus on every teacher to be aware of the potential for using ICT in his/her teaching programme and to ensure that that potential is exploited to the benefit of the pupils. It is impossible otherwise to fulfil the requirements of the National Curriculum.

Computing is taught in the EYFS as an integral part of the curriculum covered throughout the year. The children have the opportunity to use the class computer, iPads, a digital camera, a floor robot, CD player, microphones and numerous interactive programmes with the interactive whiteboard. Computing learning is

planned and assessed using the EYFS profile. During the Foundation Stage, they gain confidence to develop their ability to use the computer to find activities of their own choice.

Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader who reports to the Leadership Team. This is achieved through: work sampling, monitoring of planning and lessons and discussion with staff and pupils.

The Computing subject leader is also responsible for supporting colleagues in the teaching of Computing, for keeping them informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing subject leader regularly discusses the Computing situation with the Head Teacher and develops an action plan based on the strengths and weaknesses in the subject and areas for further improvement. This is shared with staff, SLT and Governors forming the basis for improving Computing in the school.

Moral, Spiritual and Cultural

ICT allows pupils to develop spiritually, morally, socially and culturally through:

- Spiritual development - allowing pupils to develop their understanding of their strengths and weaknesses and their will to achieve.
- Moral development - allowing pupils to reflect on and learn how to make responsible moral decisions, and act on them.
- Social development - developing pupils' knowledge of being a member of a community (school & class); developing their ability to relate to others and to work with others for the common good; allowing pupils to display a willingness to participate and to make an active contribution within their community.
- Cultural development - allowing pupils the opportunity to appreciate and respond to a variety of aesthetic experiences; develop their interest and understanding of others' ways of doing things.

Special Educational Needs

At Withnell Fold, we will endeavour to provide a creative and effective learning environment, so that all pupils, regardless of ability, have the opportunity to achieve success through:

- adopting teaching approaches appropriate to different learning styles. Varying subject content and presentation so it matches their learning needs.
- planning work which builds on their interests and is appropriately challenging.
- planning and monitoring the pace of work, so that all pupils, less able and gifted, have a chance to learn effectively, and achieve success.
- ensuring boys and girls are able to participate in the same curriculum.
- taking account of pupils' specific religions or cultural beliefs, relating to the representation of ideas and/or experiences.
- allowing for different learning styles
- using computing to support and facilitate learning for individuals with specific and special educational needs
- providing clear and unambiguous feedback to pupils to aid further learning

Differentiation/Challenge

At Withnell Fold we aim to give every pupil the opportunity to experience success in learning, and to be able to achieve as high a standard as he or she can. Where and when appropriate, pupils will be taught knowledge, skills and understanding from earlier or later key stages, so that individuals can progress at their own pace, and show what they can achieve. We will adopt a flexible approach to take account of any gaps in pupils' learning, resulting from missed schooling, for whatever reasons. We will utilise Computing resources to allow access to the curriculum for all as far as possible. Pupil ability will be monitored and more time/access to tools to develop skills will be given to those who need it.

Assessment and Recording

Teachers assess children's work in Computing by making informal judgments as they observe them during lessons. Pupils' progress is monitored by the class teacher and some evidence of work is to be kept in a file on the network server. This may include a description of the context and an explanation of how the pupils completed the task. There may also be photographs, recorded discussions and printouts (if any were produced). Further examples will be kept for individual children in their personal folders on the network server.

Lancashire Progressions documents are used to make judgements for assessment purposes and next steps in teaching. This assessment will be used to support teaching and learning.

Health and Safety

The school takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for.

The maintenance of the school website content and any social media accounts are the responsibility of all staff to ensure the safeguarding of all.

Technician

- Conducts routine scheduled maintenance and updates on systems.
- Supports the administration and set-up of online services.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware installations.
- Maintains network connectivity and stability.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Updated – February 2024

Review Date – February 2026

Appendix 1

3.1 The new National Curriculum states that pupils should be taught to:

	Key Stage 1	Key Stage 2
Computer Science	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	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 Appreciate how [search] results are selected and ranked
Information Technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use search technologies effectively 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
Digital Literacy	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	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact