Purleigh Primary School

Computing Policy

"Achievement for all within a community that cares"

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Introduction

At Purleigh Primary School, we understand the importance of technology in a rapidly changing society. As it has always been, the children of today will develop and use the technologies of tomorrow. Therefore, we need to foster their basic knowledge and understanding of the technologies that they use today. We acknowledge that the children that are within our school are native to the opportunities provided by technologies such as tablets, computers and smartphones. Consequently, we must work to ensure that they put these opportunities to good use, in order for them to live happy, safe and successful lives.

Intent

The intent of our computing curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in this subject. The key intentions for our computing curriculum are:

- To build a computing curriculum that develops pupils' learning and results in the acquisition of knowledge of the world around them.
- To design a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum so that children can reach and exceed their potential in the key strands of information technology, computer science and digital literacy.
- To build a computing curriculum that prepares pupils to live safely in an increasingly digital British society.
- To prepare pupils for the challenges posed by digital systems in a modern society.

Implementation

By developing and providing a clear and effective scheme of work that provides coverage in line with the National Curriculum teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. At Purleigh School we recognise that providing regular access to resources and devices which aid in the acquisition of skills and knowledge is imperative to progressing the pupils' learning and confidence. Children will have access to the hardware (computers, tablets and programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.

The teaching and learning at Purleigh will facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. Children will have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security, plagiarism and social media. This will include planned opportunities for the safe use of digital systems across the wider curriculum, as well as discrete teaching of online safety messages via class assemblies.

Effective communication with parents and carers is vital to embedding safe online behaviours into the whole school community. Parents are regularly updated with e-safety news in the Purleigh newsletter, informed when issues relating to online safety arise and further information/support is frequently provided.

Impact

Through high-quality teaching of computer skills and online safety issues, children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving. Furthermore, children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.
This impact will be measured through the following methods:

- Observations and marking of pupil work
- Pupil discussions and interviewing the pupils about their learning (pupil voice)
- Governor monitoring
- Moderation staff meetings with opportunities for dialogue between teachers
- Photo evidence and images of the pupils practical learning
- Use of OneDrive to store and share pupils practical learning
- A reflection on standards achieved against the planned outcomes
- Learning walks and reflective staff feedback (pupil and teacher voice)
- Dedicated Computing leader time

Curriculum and Planning

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Computing is a foundation subject in the National Curriculum and at Purleigh implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 in England. EYFS follow the Development Matters Early Learning Goals – where technology is used across the curriculum. It forms an integral part of the children's daily learning and activity. This provides a broad framework and outlines the knowledge and skills taught in each key stage.
Computing teaching at Purleigh will deliver the requirements of the National Curriculum through half-termly units. Teachers plan using The Teach Computing scheme of work, which highlights the knowledge, skills and vocabulary for each year group and is progressive from year to year. The following 12 principles run throughout the school's planning and teaching of computing: structured lessons; leading with concepts; unplug, unpack and repack; create projects; challenge misconceptions; working together; model everything; add variety; make learning concrete; read and explore code; get hands on and foster comprehension of programming.
The algorithms and programs strand provides the knowledge and skills relating to programming, coding, algorithms and computational thinking. The data retrieving and organising, databases and presentation strands provide the knowledge and skills relating to word-processing and publication, multimedia and data representation and handling. The communicating and using the internet strands provide the knowledge and skills relating to online safety and technology uses.
These strands are all covered each year at Purleigh either as discreet computing lessons or in a cross-curricular manner.
In order to prepare pupils for using technology in the wider world, we actively encourage them to make use of digital systems to aid their wider learning. This allows children to apply their computing knowledge and skills to new contexts, reinforcing said knowledge and skills. This could range from word processing a piece of writing in literacy to creating a video or animation to show learning in history. It is the role of class teachers to find these opportunities wherever they may arise in their planning.

Delivery

Computing teaching at Purleigh is practical and engaging and a variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. We have a wide range of resources to support our computing teaching including, but not limited to: iPads, laptops, bee-bots, webcams, floor roamers, cameras and control boxes. Pupils may use laptops or iPads independently, in pairs, alongside a TA or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and pupils are always supervised when using technology and accessing the internet.

In Computing, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.
In Computing, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the Computing learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Computing experiences in school:

- Start with what the children know, understand, are able to do and able to say
- Provide realistic and relevant information
- Specify key vocabulary to be used and its meaning
- Provide opportunities for the children to work interactively with the teacher acting as the facilitator
- Individual reflection on the learning

Resources

Our technology facilities include a class set of iPads, three class sets of laptops, bee-bots, webcams, floor roamers, cameras and control boxes. The resources are checked and updated on a fortnightly basis by our external IT consultant. Resource audits are conducted on a termly basis to ensure our provision is effective and up to date.

E-safety and Safeguarding

E-safety relates to the challenges and risks that digital technologies can pose to children. At Purleigh Primary School, we strive to ensure that this issue is seen as one of great importance by our pupils. To reflect this, every year group across school holds weekly class assemblies focusing on online safety. They can use this opportunity to learn good safety practices as well as share personal experiences. Furthermore, we also raise the profile of E-safety through such events as Safer Internet Day and whole school assemblies. We also provide continuous e-safety guidance to parents on our website and in our newsletters, including specific information relating to smartphones and online gaming platforms.

Role of the Computing Co-ordinator

The Computing Co-ordinator works alongside other Computing co-ordinators in the Eveleigh Link Academy Trust and the head teacher to ensure that Computing within the school is of high quality and that we are improving what we do from year to year.

The Computing Co-ordinator role includes:

- allocate and monitor the effective use of resources within a delegated budget;
- monitor standards to ensure high quality teaching and learning. This may include pupil discussion, work scrutiny, lesson observation and moderation of work;
- involve staff in the development of the subject within school;
- keep staff informed of developments within computing;
- ensure the school follows National Curriculum guidelines;
- evaluate the needs of the school and develop plans to meet those needs;
- support the needs of staff in regards to computing;
- evaluate and promote appropriate use of software by children;
- provide technical support as appropriate;
- promote a positive attitude to computing across school;
- integrate new computing resources into the curriculum and train staff to ensure confidence in their use;
- liaise with external groups and individuals in relation to standards in the subject;
- be accountable for the standards within the subject.