



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Computing Policy

Approved: Autumn 2023

Next Review Date: Autumn 2025

Ormskirk West End Computing Policy

Computing POLICY

Our Computing Policy follows The National Curriculum 2014 for Computing Guidelines and aims to ensure that all pupils:

To provide a relevant, challenging and enjoyable curriculum for computing for all pupils; To meet the requirements of the national curriculum programmes of study for computing; To use computing as a tool to enhance learning throughout the curriculum in all areas;

To respond to new developments in technology;

To equip pupils with the confidence and capability to use computing throughout their later life; To develop the understanding of how to use computing safely and responsibly.

To increase the knowledge of coding, using programs such as Scratch, Kodu and Espresso.

To give children opportunities to access the Computing Curriculum through home-school links.

PLANNING

School curriculum

The programs of study for computing are set out year-by-year for Key Stages 1 and 2. We are however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, School has the flexibility to introduce content earlier or later than set out in the programme of study and may introduce key stage content during an earlier key stage if appropriate. Teachers will base their planning on the programs of study for their relevant year groups.

EYFS

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT 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 particularly useful with children who have English as an additional language.

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

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

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

- 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;
- work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs and use logical reasoning to explain how a simple algorithm works 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; and the opportunities they offer for communication and collaboration; describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- 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.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing reading and spelling knowledge.

Equal Opportunities

Children of all ethnic and cultural groups, races, genders and abilities, have equal access to the Computing Curriculum. Positive images in terms of all groups are promoted throughout the school, both in the use of language and in the provision of resources.

ASSESSMENT

This is achieved through:

Discussion with pupils;

observation of
pupils; marking work;

Termly, summative assessments of each child, for strand of the curriculum.

MONITORING AND EVALUATION

The Subject Leader follows the School Self Evaluation for Subject Leaders' Guidelines and is achieved through;

monitoring and evaluation of pupils' work;

lesson observations;

monitoring of planning

Discussions with children

SAFETY

- The ICT and computing technician will be responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'acceptable use policy/online safety policy'.
- Parents will be made aware of the 'acceptable use policy' at school.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

PARENTAL INVOLVEMENT

Following the guidelines in the whole School Policy on Parental Involvement in their Children's Education, parents may be involved in class based work if they can offer a particular skill or extend and compliment the class teacher's skills and knowledge. Parental involvement. Parents are encouraged to support the implementation of computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks on Seesaw and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

REPORTING TO PARENTS

Following whole School Policy based on National requirements and reported in parents' evenings and end of year report.

REVIEW

This computing policy will be reviewed by the computing curriculum leader and the senior management team along the governing board.