

IGHTENHILL PRIMARY SCHOOL



Computing Policy

Approved by:	The Governing Body	Date: Autumn 2024
Last reviewed on		
Next review due:	Autumn 2025	

Intent

With technology playing such a significant role in society today, at Igthenhill, we believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world. Our planning is **ambitious** which encourages the children to be **resilient**. At Igthenhill Primary School, the core of computing is Computer Science in which pupils are introduced to a wide range of technology, including laptops, iPads, cameras, beebots and interactive whiteboards, allowing them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology– at a level suitable for the future workplace and as active participants in a digital world. By the time our pupils leave Igthenhill, we aim for them to become effective users of technology who can:

- Analyse and Evaluate and apply information technology analytically to solve problems.
- Use key skills needed for life beyond school (e.g. type on keyboards, use spreadsheets, write emails etc).
- Communicate and express ideas well by utilising appliances and devices throughout all areas of the curriculum.
- To develop the understanding of how to use computing safely and responsibly.

Implementation

At Igthenhill Primary school, the children are taught lessons weekly that has a high proportion of whole-class teaching. During these lessons, we encourage children to be **cooperative** with their peers, **respect** the equipment and to be **responsible** online.

Early years

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts. Computing 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. Recording devices can support children to develop their communication skills. The pupils will have the use of ipad, beebots and cameras. The children will complete a range of tasks on ipads throughout the year that connect to their topic theme. Through continuous provision, the children will be exposed to tasks that promote computational thinking. Additionally, the children are exposed to a variety of computing programmes and technologies to enhance their EYFS learning and their digital literacy.

Key stage 1

Pupils should be taught to:

- 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
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

- 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.

Key stage 2

Pupils should be taught to:

- 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; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Planning

At Ighthenhill Primary school, we follow the computing scheme 'Purple Mash'. This scheme has been adapted to meet the needs of our children which includes a larger focus on online safety. The planning is **ambitious** and it encourages our pupils to be **resilient**. The children are taught computing lesson weekly that has a high proportion of whole-class teaching. During these lessons, we encourage children to be **cooperative** with their peers, **respect** the equipment and to be **responsible** online.

A yearly overview is given to all staff, which is from Purple Mash planning. The planning document links the staff to individual lesson plans for each overall project. The planning documents include all resources and example material, which is needed to complete the lesson. Staff adapt the lessons where appropriate for the needs of the children in their class.

Teachers, as a part of their planning process, plan from the following:

- A long-term plan which outlines the curriculum themes for their year group.
- A knowledge organiser which outlines knowledge (including vocabulary) all children must master.
- A cycle of lessons for each subject, which carefully plans for progression and depth.

Online Safety

Ightenhill Primary School takes internet safety extremely seriously. We have an Online Safety Policy that provides guidance for teachers and children about how to use the internet safely. Each year group participates in lessons on e-safety each half term with each block focused on one of the 4 C's from the KCSiE (Content, commerce, contact and conduct) and children understand how to stay safe when using technology at the start of each half term. Planning is taken from Project Evolve.

You may find the following links useful to help your child stay safe online at home:

Understanding social networking sites and how to keep your children safe.	Common sense media
Great advice to help keep your children safe online.	Think U Know
Understand and share the world of social networking websites with your children.	Make it Secure
Safety information for parents.	Safer Internet
Keep up to date with any e-safety issues.	ChildNet

Impact

Our Computing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are accessing their year group curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Children are responsible, competent, confident and creative users of information and communication technology.
- Pupil discussions about their learning;

Pupil's records of their work

Where applicable, the children's work is saved into their individual Purple Mash folders, which can be accessed, by teachers and the children at home, if they wish to continue their work. The work produced by the children is monitored by the computing coordinator half termly. In addition to this, all teachers evidence the children's work on Sway as a way of recording each topic that they complete. This floor book will follow the cohort through school where their progress can be monitored and shared.

Assessment

Teachers complete an assessment tracker after each topic, which identifies the children within their class who are achieving below the standard, working within the standard or at greater depth above the standard. They make their assessment against the national curriculum objectives within the unit that they have just taught.

Monitoring and Evaluation

The computing subject leader is released termly from their classroom in order to work alongside other teachers, monitor and evaluate the quality and standards of computing throughout the school and enables the subject leader to support teachers in their own classrooms.

Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings and in an annual questionnaire. The subject leader undertakes annual pupil interviews to assess the children's knowledge of the skills that have been taught throughout the year. In addition, the subject leader collects in termly assessments.

Resources and access

The children have access to classroom laptops, notebooks, ipads, cameras and beebots. The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school. Teachers are required to inform the technician of any faults as soon as they are noticed in a log book. Resources, if not classroom based, are located in a locked room, a laptop safe or an iPad safe. A service level agreement with Lancashire is currently in place to help support the technician to fulfil his role both in hardware & web filter support.

Online Safety statement

All members of the school community have a responsibility for promoting and supporting safe behaviours online. ICT and online resources are increasingly used across the curriculum. At Ighthenhill, we believe it is essential for e-safety guidance to be given to the pupils on a regular and meaningful basis. Pupils are taught about copyright and respecting other people's information, images, etc. through discussion, modelling, and activities as part of the curriculum. Additionally, pupils are taught to critically evaluate materials and learn good searching skills. Staff must preview any recommended sites before use. Particular care must be taken when using search engines with the children as these can return undesirable links. We continually look for new opportunities to promote e-safety.