



## **Overton St Helen's CE Primary School**

Surrounded by God, we inspire hearts and minds through learning, faith and love.

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)*

### **COMPUTING POLICY**

#### **School Vision**

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world.

We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

### **INTENT**

#### **Rationale**

At Overton St Helen's, we teach our children to be respectful, forgiving and compassionate. We want pupils to be 'masters of technology'. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through the creative use of technology.

We encourage staff to embed computing across the whole curriculum to make learning creative and accessible, and relevant as we strengthen our provision of the Morecambe Bay Curriculum. We want our pupils to be fluent with a range of tools to best express their understanding and by Upper Key Stage 2, children will have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

#### **Aims and Objectives**

At Overton St Helen's we provide high quality teaching and learning in Computing, providing children with opportunities to:

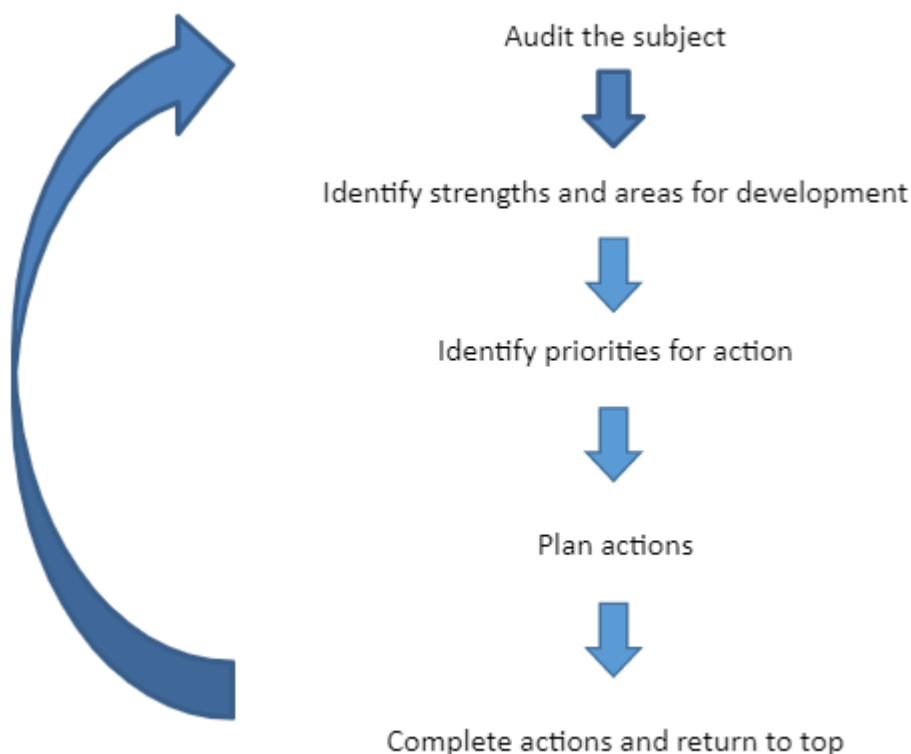
- Use a range of programming software
- Be equipped with the confidence and capability to use computing throughout their life

- Widen children’s knowledge of the capability of computing including safe and responsible use of the internet and other digital equipment.
- Develop their understanding of technology and how it is constantly evolving, allowing them to respond to new developments in technology.
- Develop knowledge in a cohesive and consistent way and ensure children become creative and confident coders.

## Role of Subject Leader

The Computing Subject Leader is responsible for:

- Ensuring progression and continuity through and across Key Stages
- Motivating and supporting colleagues in the implementation of their planning and providing guidance on where to find suitable resources for each unit of work.
- Monitoring progress and standard within Computing, identifying strengths, weaknesses and priorities for development.
- Keep up to date with the developments in Computing and cascading information to colleagues.
- Facilitating the use of technological resources across the curriculum in collaboration with all subject leaders
- Liaise with the delegated governor and report to the curriculum lead and Head teacher through action planning, subject discussion and staff meeting.



The subject leader and IT technician work in partnership to ensure all National Curriculum statutory requirements are being met and all equipment is in good working order to ensure the effective delivery of the curriculum.

## Health and Safety

The school takes very seriously and is aware of the health and safety issues surrounding children's use of technology. We ensure that pupils have a safe environment in which to learn. We ensure effective filters are in place to safeguard pupils. As such, we will ensure that:

- All fixed and portable devices in school are tested by an approved contractor every twelve months.
- Damaged equipment is reported to the computing lead who will arrange for repair or disposal
- Children learn about right and responsibilities when using the internet.
  
- All children are aware of the school rules for responsible use when logging onto their personal accounts.

## **IMPLEMENTATION**

### **EYFS**

The EYFS curriculum forms a strong foundation for the future learning within Computing. This includes vocabulary development and developing the basic skills to be able to use a laptop or desktop, including

- Learning to interact with a computer using a mouse or touch screen
- Finding letter/numbers on a keyboard
- Understanding that children can manipulate what is displayed on the screen.
  
- Including the development of strong computing skills when children play with programmable toys and computer programmes.

### **KS1 and KS2**

The teaching of Computing focuses on the key knowledge and intent set out in the National Curriculum (2014).

- Designing, writing and debugging programs
- Understanding computer networks
- Developing creativity
- Using technology safely

### **Approaches to learning**

Computing in its nature allows for flexibility in its delivery. Classes at Overton St. Helen's will have regular timetabled computing sessions which will focus on one of three elements: an explicit computer science lesson, a 'tinkering' session or taught within a cross-curricular context and therefore embedded across the curriculum. The computer science part of the curriculum will often, but not always, need a more explicit approach. A 'tinkering' lesson looks at introducing a new app or tool and giving children opportunity to experiment and familiarise themselves with the different elements and tools before it can be applied in a more focused approach across the curriculum.

At Overton St. Helen's, we provide a 'menu' of homework activities. Each term, there will be a Computing aspect included within the menu, either as a discrete activity or embedded within another subject-based activity.

## **Planning**

### Long term plan

At Overton St. Helen's, we have established a clear program of study which takes into account the uniqueness of our KS2 children and their journey through Overton St. Helen's Primary School. In Key Stage One we have an yearly overview but due to the mixed age classes within our Key Stage 2 we run a two-year rolling programme. This ensures we meet the requirements of the National Curriculum and provide a curriculum which builds upon previously learned knowledge. The rolling programme is attached within the appendix.

### Medium term plan

Medium term planning is developed by the class teacher by using guidance and suggested activities written and developed by the 'Teach Computing' and the D.A.R.E.S. schemes. This ensures knowledge is developed in programming, computational thinking, computing creativity, and investigating computing networks (see medium term plan document). A communication and collaborate outcome is also planned within most units.

## **Resources**

Teachers and Children have access to the following resources:

- Two banks of 30 chrome books
- An interactive touch-screen board in each classroom
- A small bank of iPads (in the process of increasing our bank to 20)
- Online free programming software, eg. Scratch
- All devices are internet enabled.
- Individual password-enabled personal online working space for staff / children (from Year 2 onwards)

## **Equal Opportunities**

At Overton St. Helen's C of E Primary School, we provide a broad and balanced curriculum for all our pupils so that they all make progress. Learning challenges are matched to the needs of all the children including children with SEND, AGT and PPG. We respond to the diversity of children's social, cultural and ethnographical backgrounds.

## **IMPACT**

### **Success Criteria**

Our Computing curriculum will be successful because:

- Children will show enthusiasm and interest in computer-based learning.
- Children demonstrate an increasing knowledge and competency in designing, writing and debugging programs
- Children show a clear understanding in how to use technology safely, respectfully and responsibly.

- Children will become creators using a wide range of hardware and software to achieve this goal.
- Children will develop computational and logical thinking to help solve problems.
- Moderated work relates to Key Learning in Computing (See appendix)

### **Assessment and Record Keeping**

- Evidence of children's work will be recorded in the children's own online space. It is also important to draw on the verbal skills of the children, encouraging description, explanation, questioning and opinion.
- At the end of each academic year the children's summative assessments will be recorded on the school's assessment tracker. Children will be tracked as either:

**Developing** (working towards the expected standard for their year group but not achieved in relation to the assessment criteria for Computing)

**Secure** (working at the expected standard for their year group in relation to the assessment criteria for Computing)

**Greater depth** (working at greater depth refers to when a child has mastered the learning objectives expected for their age and is therefore able to delve deeper into the concept in more detail, resulting in students acquiring the level of skills they need code independently and creatively, planning and predicting what their outcome maybe, or identifying where debugging is needed in order program successfully. Additionally, children create by combining a variety of knowledge - videoing, text, images, sounds - for a chosen purpose and known audience) .

### **Reporting to Parents**

Information on children's progress in Computing will be communicated home at Parent's Evening and in a written report at the end of each academic year. Learning within the classroom will also be shared via the school Facebook page and School website.

**Date of policy:** September 2022

**Next review date:** September 2024

### **Appendix: Progression in skills and knowledge**