# COMPUTING POLICY

## OVERVIEW

Our 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.

## INTENT

1. Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
2. Enthuse and equip children with the capability to use technology throughout their lives.
3. Give children access to a variety of high-quality hardware, software and unplugged resources.
4. Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
5. Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
6. Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
7. Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
8. Utilise computational thinking beyond the Computing curriculum.
9. Provide technology solutions for forging better home and school links.
10. Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

## IMPLEMENTATION

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool.

*EARLY YEARS*

1. Provide our pupils with a broad, play-based experience of Computing in a range of contexts.
2. Pupils learning environment will feature ICT scenarios based on experience in the real world, such as in roleplay.
3. Give pupils the confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
4. Pupils have access to outdoor exploration, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
5. Pupils use recording devices to develop their communication skills. This is especially useful for children who English as an additional language.

*KEY STAGE 1*

1. Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
2. Write and test simple programs.
3. Organise, store, manipulate and retrieve data in a range of digital formats.
4. Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

*KEY STAGE 2*

1. Pupils will design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
2. 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.
3. Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
4. Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.
5. 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.
6. 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.

*ASSESSMENT*

- Pupil attainment will be assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Teachers will keep records of pupil attainment by entering data using the 2Simple Computing Assessment Tool and tracking of attainment is used to inform future planning.
- Formative assessment will be undertaken during each session/interaction in Computing and pupils are very much encouraged to be involved in that process.
- Summative assessment will be undertaken in line with the assessment cycle.

## IMPACT

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the computing programme of study and scheme of work. Pupils will know how to 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. Pupils will recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Revised and adopted by the Governing Body on……..Review Date…….