TUNBURY PRIMARY SCHOOL

Computing Teaching and Learning Policy

Our Computing Vision

Children at Tunbury Primary School are entitled to an imaginative and creative Computing curriculum in which children are challenged, inspired and prepared for the digital world. Teaching should provide pupils with the skills, knowledge and confidence to use technology anywhere in the safest possible way. The curriculum will enable each individual to fulfil his or her potential to the highest possible standard and develop the children's understanding of technology in everyday life. Children will have equal access to a range of electronic devices and programs across all curriculum subjects to ensure children can explore, communicate and present their learning in a variety of ways.

Aims and Objectives

At Tunbury Primary School

We aim

- to meet the requirement of the Early Years Foundation Stage and National Curriculum
- to create a safe learning environment that inspires all members of the school community to experience a range of digital devices and engage with technology
- to enable all children to become autonomous users of computing so they will become active participants in a digital world
- to embed computing across the curriculum enabling all children to reach the highest possible standards of achievement
- for children, parents, staff, governors and the wider community to have relevant and enjoyable experiences using computing
- ensure that pupils are aware of the potential dangers associated with the digital world and know how to deal with situations should they arise
- to use digital devices to enrich pupils learning and allow pupils to evaluate the strengths and limitations of technology and its impact on society.

Early Years Foundation Stage

At Tunbury Primary School, we will implement the guidance from the Development Matters document. Pupils will **"recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes."** This will be achieved in a number of ways in order to prepare pupils for the transition from the Early Years Curriculum in to the Key Stage One Programme of Study. This will include:

- Modelling how to stay safe in the online world to prepare children.

- Engaging in computing experiences indoors, outdoors and through role-play in both child initiated and teacher directed time.
- Opportunities to explore a range of digital devices to access information, create content and program moveable toys.
- To talk about the technology they use in school and at home.

Curriculum Coverage and Progression

We will deliver a broad, balanced computing curriculum which provides pupils with high quality, creative and challenging experiences to prepare them for the future. This will be achieved through

- Short directed tasks to practice a specific skill
- Activities with a cross-curricular approach to apply and embed previously learned skills
- Problem solving activities to promote critical thinking and reasoning
- Open ended activities which allow pupils to choose which tools to use or to select from a variety of media
- Whole class discussion to allow reflection on the use of computing
- Differentiation through the nature of the task or resources used
- The school has developed its own scheme of work using guidance from the National Curriculum, Focus Education and the Kent tracking statements to create a purposeful and exciting curriculum

Key Stage 1:

- 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:

- 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

CPD opportunities will be provided for staff to develop their confidence in teaching the computing curriculum.

Equal Opportunities

All children are entitled to equal access to all computing equipment in order to develop their personal computing capability. When children work in groups, care will be taken to ensure that all children are active and have equal access to digital devices.

Inclusion

Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Children's individual needs will be addressed through provision of resources, learning styles and questioning. Computing will be used by all staff to promote teaching and learning with consideration for gifted and talented pupils and children with additional educational needs. Positive use of technology will be promoted by all.

Assessment, Reporting and Monitoring

Assessment

Summative and formative assessment fully informs future planning.
Teachers will provide opportunities for children to self-assess their learning in computing.
Pupils will have plenty of opportunities for peer assessment.
Class teachers are responsible for collating evidence of work for future assessment.

Reporting

Pupil progress in computing is reported to parents annually in the same way as other subjects.

Monitoring

Computing will be monitored in the following ways;
- monitoring planning and updating policies
- work sampling
- discussion with pupils
- looking at displays and the learning environment

Roles and Responsibilities

Computing Leader

The Computing Leader will ensure that a broad, balanced curriculum is delivered and the quality of teaching and learning is monitored to ensure pupil progress and progression throughout the school.

- The Computing Leader will work with the senior management team to implement the school's Computing policy and develop a plan in order to budget for the necessary resources to deliver the curriculum.
- The Computing Leader will plan and lead the development of all school staff training needs in Computing.

Resources

Expenditure and implementation of new resources are outlined on the Computing budget plan.

- An annual budget is set aside to be used for consumable items such as printing cartridges and paper.
- New equipment will be added to the asset register and security marked.

Home, School and Community Links

Educational websites (Mathletics and Bug Club)
Pupil logins to KLZ

Health and Safety

Equipment is maintained to meet the agreed safety standards. Teachers are responsible for ensuring computing equipment is used safely. Further guidance is available in the school's health and safety policy; also see the E-Safety Policy.

Staff Acceptable Use Policy

All employees (including teaching and non-teaching staff) are to use information systems for professional purposes only as in agreement with the Staff Acceptable Use Policy.

Review

This policy will be reviewed each year to evaluate the schools' progress towards its Computing Action Plan. Progress will be discussed with the senior management team and reported to the governors. The Computing Policy will be reviewed annually.

Date of policy review October 2017

Date agreed by staff

Date agreed by Governors

This policy will be renewed every year