



## **POLICY DOCUMENT**

### **Computing Policy**

	<b>Name</b>	<b>Date</b>
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# Computing Policy

## 1 Computing Curriculum Vision

At St Mary Primary School we value the contribution that technology can make for the benefit of all pupils, staff, parents and governors. We strive to provide safe opportunities in all subjects to motivate, inspire pupils and raise standards across the curriculum. Everyone in our school community will become lifelong learners equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

## 2 Our Computing vision encompasses the following aims:

- ❖ To enable our staff and pupils to become competent, confident and independent users of technology;
- ❖ To provide pupils with the computational skills necessary to become independent learners;
- ❖ To develop a creative and cross-curricular approach to the teaching and learning of Computing;
- ❖ To promote safe and sensible use of technology through an e-safety curriculum;
- ❖ To use new technologies to enable good quality teaching and learning to take place;
- ❖ To ensure appropriate and equal access to technology for all children regardless of age, gender, ethnicity or ability;
- ❖ To commit to the Continuous Professional Development of Computing;
- ❖ To ensure our pupils take advantage of the ever quickening pace of technological change;
- ❖ To provide pupils with an understanding of the role technology plays in everyday life at present and its importance in the future;
- ❖ To give children opportunities to access the Computing Curriculum through home-school links.

### **3 Inclusion**

- ❖ Pupils with special educational needs should be able to use the technology to encourage their independence and develop their interests and abilities.
- ❖ All pupils are to have access to the use of technology regardless of gender, race, cultural background or any physical or sensory disability. Pupils with learning difficulties can be given greater access to the whole curriculum through the use of technology.
- ❖ Research shows that more boys than girls use computers. Access to computers will be monitored to ensure equality and opportunity.
- ❖ The youngest pupils in the Nursery and Reception classes begin to use and learn about Computing as soon as it is practicable after entering school, so that they gain confidence in using computers as soon as possible.
- ❖ Pupils who are noted for being Gifted and Talented within the area of Computing and technology are given additional opportunities to develop the understanding of technology and are both supported and challenged within the context of a Computing lesson and through targeted activities. Children are targeted to develop their programming and coding skills through our Code Club after school opportunities, where they are given the chance to work with a professional software developer. Alongside this, children who are recognised as being gifted in Computing are asked to mentor and share their skills with other pupils within their peer group – the aim of this is to help transfer their skills to a wider context. See point 8.

### **4 Implementing the Policy**

#### **Good practice in the use of technology in the curriculum**

##### **In Computing lessons:**

- ❖ Pupils in KS1-2 will have a series of lessons in computing each term where they have access to computers, for Computing lessons, which covers the skills and experience required to develop Computing Capability through the school's Scheme of Work.
- ❖ Children in EYFS and SEN classes also have access to their class computers, I-Pads and Learnpads which are setup for their particular needs.

## **Digital leaders**

### **In learning and teaching across the curriculum**

- ❖ There are Interactive Whiteboards (IWBs) in every classroom, and digital visualisers in KS1 and KS2 classes, which are used throughout the day for whole class teaching in all subjects. Whiteboards are also used within group activities by teachers or PTPs or for collaborative activities by pupils. Whiteboards are also regularly used by pupils themselves to participate in the class or group lesson, or demonstrate what they have learned or to display work they have done.
- ❖ The IWB is connected to a main classroom computer which is on the school network with its shared work area, and which also has access to the school's Social Networking Platform, to the content and activities on the London Grid for Learning, and to the wider internet.
- ❖ Teaching and support staff are confident selecting programs and make extensive use of resources for pupil to use from the school network, or online.
- ❖ Staff and pupils contribute content, as appropriate, to the school website.
- ❖ Throughout the year there are various Computing clubs on offer at lunch time and after school.

## **5 Developing and monitoring the Computing curriculum**

The Head teacher and Computing Subject Leader are responsible for ensuring there is a Computing policy and that it is implemented. The Computing Subject Leader is responsible for mapping the Scheme of Work.

The Computing Subject Leader will monitor learning and teaching in Computing as they do for literacy and numeracy. The Computing Subject Leader will carry out an audit of staff skills annually and report back to the Head teacher to decide on support and training provision where necessary.

## **6 Home Links**

The children are introduced to a wide variety of free online resources that enable them to continue their learning of Computing and technology at home.

## 7 Identifying Gifted pupils in Computing

All staff have high aspirations to challenge and motivate children of all abilities. In Computing, pupils who are identified as gifted are challenged within lessons and encouraged to attend extracurricular activities.

To help identify pupils who are gifted, the following markers have been adapted, with example of what this might look like within St Mary Cray Primary School.

<b>Gifted Markers to look for in Computing</b>
● Finds and uses new technology (hardware/software) to further learning
● Uses own skills and knowledge to help support (and 'teach') peers
● Uses technology to help solve problems, <i>and understands when it also creates problems</i>
● Uses technology to help solve problems, and understands when it also creates problems
● Uses technology innovatively to support learning in other subjects
● Understands the positive impact using technology has in supporting the learning of less able pupils
● Uses skills and knowledge of Computing to design, create and 'debug' programs when only given a specified outcome
● Consider some of the social, economic and ethical issues raised by the use of technology both in and out of school

## 8 This Policy

The Computing subject Leader and the Head Teacher will be responsible for ensuring the effective monitoring, evaluation and review of this policy.

## 9 Related Documents in School

Annual Computing Action Plan  
Rising Stars Modules  
Computing Curriculum Map  
Computing subject leader Job Description  
Computer Equipment stock list/inventory (audit)  
Staff Skills audit  
School Vision  
Internet Acceptable Use Policy  
Internet Acceptable Use Agreements (Staff/Pupils/Volunteers)  
School Curriculum Statement  
Health and Safety Statement  
Technical Support Contract  
Key Skills Assessment Spreadsheets - EYFS  
Curriculum Frameworks  
Responsible Technology Use Statements