|  |  |
| --- | --- |

Otterburn Primary School



Computing Policy

**Statement of intent**

At Otterburn Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the key stage 1 (KS1) and key stage 2 (KS2) computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

**Legal framework**

* 1. This policy is in regard to and compliant with the following statutory guidance:
* DfE (2013) ‘Computing programmes of study: key stages 1 and 2’
  1. This policy links in with the following other school policies:
* ICT Policy
* Primary Maths Policy
* Homework Policy
* Social Media Policy
* E-safety Policy

**Roles and responsibilities**

* 1. The headteacher will:
* Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
* Ensure that the Primary Computing Policy, as written, is disseminated to the computing coordinator, teaching staff and parents, for implementation.
* Hold the computing coordinator to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
* Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.
  1. The computing coordinator will:
* Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
* Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
* Offer help and support to all members of staff in their planning, teaching and assessment of computing.
* Keep the headteacher and other stakeholders, such as parents, informed about our school’s implementation of the primary computing curriculum.
* Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
* Attend appropriate in-service training.
  1. Teachers will:
* Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.
* Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
* Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
* Maintain up-to-date records of both formative and summative assessment.
* Tailor lesson delivery according to pupils’ respective abilities.

**Early years foundation stage (EYFS)**

* 1. We will ensure that children of reception and nursery age receive a broad, play-based experience of computing through the use of new technologies.

**Key stage 1**

* 1. Pupils will be taught to:
* Understand what algorithms are, and how they are implemented.
* Create and debug simple programs.
* Predict the behaviour of simple programs.
* Create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of ICT beyond school.
* Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

**Key stage 2**

* 1. Pupils will be taught to:
* Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
* Use sequence, selection, and repetition in programs.
* Work with variables and various forms of input and output.
* Explain how some simple algorithms work, and how they can detect and correct errors.
* Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
* Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
* Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.
* Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns.

**Curriculum delivery**

* 1. Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.
  2. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the (insert scheme of work) scheme of work, during a dedicated weekly computing lesson.
  3. We have laptops, Chromebooks and ipads to support the delivery of the primary computing curriculum.
  4. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.
  5. Web filters are kept up-to-date in order to ensure that pupils don’t access inappropriate materials.
  6. KS1 and KS2 children will all log in using their own school360 details and will be aware that the use of inappropriate language will be logged and shared with staff. EYFS will use the generic reception log in and will be supported by staff members.
  7. Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.
  8. A service level agreement (SLA) is in place to support the computing coordinator to fulfil this role.
  9. An SLA is in place, and all computing-related devices and related applications have access to the internet.

**Differentiation**

* 1. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:
* Grouping pupils by ability and setting different tasks for each ability group.
* Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil’s first language where they use English as an additional language.
* Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.
* Providing extra learning opportunities through bespoke support groups (e.g. one for those with SEND and another for academically more able pupils), delivered during lunchtimes and/or after school.
* (Insert other ways in which you will make the computing curriculum accessible to all pupils).
  1. Academically more able pupils may be asked to become ‘digital leaders’, mentoring and sharing their skills with others.

**Planning**

* 1. All relevant staff members are briefed on the school’s planning procedures as part of staff training.
  2. Teachers will use the key learning content in the DfE’s ‘Computing programmes of study: key stages 1 and 2’, the national curriculum and the NCCE resources as a starting point for their planning.
  3. Long-term planning will be used to outline the units to be taught within each year group.
  4. Medium-term plans will identify learning objectives, main learning activities and differentiation and will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting prior and future learning.
  5. Medium-term plans will be shared with thesubject leader to ensure there is progression between years.
  6. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils’ needs and identifying the method in which topics could be taught.
  7. Short-term plans are solely for the benefit of the classroom teacher and do not need to be shared with the subject leader.

**Assessment**

* 1. Pupils’ knowledge and understanding of the primary computing curriculum will be assessed according to the provisions outlined in our schools Assessment Policy.
  2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.
  3. Samples of work will be kept for groups of children, stored in both classrooms and on the school drive, within pupils folders.

**Staff training**

* 1. The computing coordinator will be responsible for the identification and delivery of staff training requirements.
  2. Staff training requirements will be met by:
* Auditing staff skills and confidence in the use of computers and ICT on a [monthly/termly/annual] basis.
* Arranging top-up training for individual staff members as required.
  1. The computing coordinator will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

**Monitoring and evaluation**

* 1. We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
  2. We will review this policy on an annual basis in line with our school’s policy review schedule.
  3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.