



## Computing Policy

Subject Leader	<b>Mr A Kellett</b>
Computing Governor	<b>Mrs M Brown</b>
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### **Computing Intent**

At Moss Side Primary School, the computing curriculum aims to equip children with fundamental skills which contribute to them being life-long users of computers and information technology in a safe and effective way. Our belief is that computing technology is a key part of every-day life and that children need to see the value and positive impact computers, networks and information technology can have on their learning and their lives! Our computing curriculum includes the development of programming and debugging skills as part of coding as well as giving children experiences of how to use information technology to enhance presenting ideas, searching for information, creating and editing text, images, music and sounds, animation and video and making their own apps and games. Furthermore, our children's learning and engagement with learning is enhanced through the use of information technology in many other areas of the curriculum extending beyond the boundaries of the school and the school day. The safe and positive use of computers and information technology is embedded within our computing curriculum as well as other aspects such as Personal Social Health and Economic education (PSHE). This ensures that our children are aware of how to conduct themselves when using computers and information technology, including the internet, in a safe and responsible manner.

### **Aims**

To enable children to become independent, confident users of computers and IT, gaining confidence and enjoyment from their activities

To ensure continuity and progression in all aspects of the Computing curriculum and programme of study

To use IT effectively as a tool to support teaching, learning and leadership across the curriculum

To provide children with opportunities to develop their Computing and IT capabilities within other aspects of the school's curriculum

To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs

### **Curriculum Design**

Each term a class will work on completing one or two units of work from the yearly overview (Long Term plan). This will ensure the breadth of skills and knowledge as detailed in the national curriculum for computing is taught during each key stage. In key stage 1, a two year curriculum cycle is detailed to ensure children undertake the breadth of activities required in the programme of study and avoid duplication.

We have adopted and adapted the National Centre for Computing Education (NCCE) scheme of work to form the long term and medium term plans for computing as well as using existing resources to support coding using Espresso Coding. Guidance for teachers is provided in the form of a yearly expectations overview which identifies expected standards (skills, knowledge and understanding) for each year group. Resources are located and stored on the network in a shared folder for teachers to access as well as online at <https://teachcomputing.org/curriculum>

Each class is able to access a bank of 40 laptops as well as 80 ipads to teach computing. Sufficient time is also available to reserve resources to support learning in other aspects of the curriculum.



### **Planning and evaluation**

Planning is normally at the individual class level and is overseen by the Computing co-ordinator. Planning is used to:- a. Set clear objectives;

- b. Ensure that work is matched to pupils abilities, experience and interests;
- c. Ensure progression, continuity and subject coverage throughout the school;
- d. Provide criteria for assessment and evaluation of teaching and learning.
- e. Ensure the needs of pupils in mixed age classes are met at the appropriate level

Teachers are encouraged to use the unit overview that accompanies each unit of the NCCE scheme of work or Espresso Coding. This provides objectives for the lesson, a clear lesson by lesson sequence and links to resources. Teachers are encouraged to adapt the resources and plans to suit individual cohorts and circumstances.

### **Assessment and Evidence**

Staff will observe the skills displayed by pupils and discuss these with them, assessing them against objectives at the end of a unit of work which require the application of skills or knowledge. Staff will be encouraged to ensure children store their work within their named folders on the network to keep a record of outcomes and enable scrutiny by the subject leader. In foundation stage and key stage 1, some evidence can be captured through photographs, video and audio if applicable. Additionally, in key stage 2 some evidence can also be captured by the use of screen capture techniques such as PrintScreen or the snipping tool.

### **Enrichment & Intervention Activities**

In order to support the development of Computing and specific skills, we provide a programme of opportunities for pupils. These include:

Coding club for years 3 & 4

Special weeks such as STEM week which involve an element of computing.

Specific online resources which exploit the potential of IT to develop subject specific skills such as Times Tables Rockstars, Purple Mash, EdShed (spelling), Reading Plus (Comprehension) and Nessy (Dyslexia support).

### **Parental Involvement**

We hope and expect that parents will be actively involved with their child's acquisition of skills and aim to promote this in the following ways:

- by holding open evenings during which their child's progress and ability can be discussed.
- by inviting parents to assemblies and concerts, some of which may involve showcasing their achievements in computing
- by encouraging parental support in extra-curricular activities using apps such as ClassDojo, Purple Mash and a range of apps shared during discussions with parents and used in school with children (for example Spellzone, Hit The Button or Google Maps)
- by encouraging children in any out of school activity they might do



### **Inclusion**

When teaching computing we aim to deliver an inclusive curriculum for all pupils through differentiation, including adapting tasks for some pupils if necessary. Some children benefit from additional use of computers to support learning in other aspects of the curriculum such as number bonds, times tables, reading comprehension and spelling. All school run clubs are available to all pupils and all children are actively encouraged to attend.

### **Health & Safety**

Safeguarding includes the safe use of the Internet and other technologies. **This section should be read in conjunction with the School's Online Safety Policy.**

At Moss Side Primary, all IT equipment along with other electrical items is regularly checked under Portable Appliance Testing (PAT) guidelines.

All members of staff and volunteer helpers who work with children on computers are required to observe safety regulations. In particular, they should ensure that:

- the siting of equipment does not interfere with free movement around the room and that there are no trailing cables;
- mains sockets are not overloaded and that extension leads, where used, are secured to the classroom wall. Extension leads must not trail across the classroom floor;
- computers are not sited near to: water supply, radiators, sand trays;
- food and drink are kept away from computers and electronic devices;
- children are aware of the safety issues surrounding the use of electrical equipment;
- faulty or broken equipment is not used and reported to the teacher, computing subject lead and the school's IT support.
- laptops / tablets are not taken from the storage trolley until the trolley's power supply has been switched off and individual laptop / tablet power cables have been disconnected by an adult;
- children are directed when using a computer and / or device with online access
- all staff are aware of, and have read, the Online Safety Policy.

### **The Role of the Computing Co-ordinator**

The duties and responsibilities of the computing co-ordinator include the following: -

- a. To read, understand and interpret the computing National Curriculum, in the context of Moss Side Primary School, in order to help the staff understand what is required.
- b. To review and keep up to date the computing policy and scheme of work.
- c. To keep under review and make suggestions for the updating and regeneration of materials needed to meet the requirement of computing in the National Curriculum.
- d. To develop a scheme of work appropriate to the needs of the National Curriculum.
- e. To support the class teacher with assessment.
- f. To liaise with the staff about the development of computing in school.
- g. To keep up to date with current thinking through appropriate CPD.
- h. To look at teaching plans in computing of all teaching staff and make constructive comments on them.
  - i. To visit classrooms to review strategy and teaching quality.
- j. To be aware of developments needed in the school to improve the attainments of the pupils in computing
- k. To complete a subject and impact report on an annual basis.



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- l. To complete a subject section of the school development plan, following staff discussion.
- m. To feedback areas for development of computing to senior leaderships following staff discussion, learning walks and pupil voice, in order for this to inform the School Development Plan.
- n. To provide updates to the governing body to keep them informed about art in school and abreast of any changes.
- o. To ensure information on the school website is up to date.

### **Impact**

The impact of the curriculum will be assessed by:

- Teacher assessment collated by the subject leader
- Pupil conferencing to discuss understanding, skills, retention of knowledge etc
- Scrutiny of files in some pupil folders on the school's network

An annual report into the impact is provided by the subject leader, before development points are created for the following year.