

# **HERITAGEPARK PRIMARY SCHOOL**

## **Policy Statement for Computing**

### **Introduction**

At Heritage Park Primary School we recognise the need to prepare pupils for a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

Information and Communication Technology and Computer Science are important tools to help us support pupils to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Pupils will learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

### **Aims**

We aim to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the National Curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- Respond to new developments in technology.
- Equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- Enhance learning in other areas of the curriculum using ICT and computing.
- Ensure continuity and progression in all strands of ICT and computing specified by the programmes of study.
- Develop the understanding of how to use ICT and computing safely and responsibly.
- Ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

### **Objectives**

#### **Early years**

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to use the interactive whiteboard, use a variety of apps on an iPad or use a programmable toy. Recording devices are used to support children in the development of their communication skills. This is particularly useful with children who have English as an additional language.

#### **Key Stage 1**

By the end of key stage 1, pupils should be taught to

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and compute the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

## Key Stage 2

By the end of key stage 2, pupils should be taught to

- Design and write 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; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works 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.
- 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.
- 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.

## Inclusion

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies.

## Planning

From Year 1 onwards the children will be taught using the 'Switched on to Computing' scheme of work. A discreet ICT and Computing lesson will take place each week in order to teach the skills covered by the scheme. Teacher's planning is differentiated to meet the range of needs in any class.

## Assessment

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning. It takes place on a lesson by lesson basis and is used to inform future planning.

- Computing skills and capabilities are monitored regularly in relation to the Computing programme of study in the National Curriculum. Teachers assess children's knowledge, understanding and skills. Other opportunities for assessment will also arise from cross-curricular work.
- Samples of work should be kept for groups of children stored in classrooms or on the school network within relevant individual or class folders.
- For Reception it may not always be practical to keep samples of work, but observations and discussions could be recorded.

## Monitoring and reviewing

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the subject leader. The subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual summary report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

### **Health and Safety and Safeguarding**

The school is aware of the health and safety issues involved in children's use of computing. All electrical appliances in school are tested accordingly. It is advised that staff/visitors should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. These items should then be reported to the office staff and Computing subject leader. Children should never put plugs into sockets or switch the sockets on. Liquids will be kept away from electrical equipment and trailing leads will be made safe.

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An Acceptable Use Policy has thus been drawn up to protect all parties and rules for responsible computer use are discussed with each child. All pupils and parents will be aware of the school rules for responsible use of computing and the Internet and will understand the consequence of any misuse.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. This forms part of studies in Computing and is discussed as part of some PSHE provision as well. Search engines such as Google images are not recommended for use by children due to safeguarding issues. E-Safety guidance is on display in all classrooms and in the ICT suite.

A technician comes into school one afternoon a week. They are also responsible for the keeping the anti-virus software updated regularly.

### **Parent involvement**

Parents are encouraged to support the implementation of ICT and computing, where possible, by encouraging the use of ICT and computing skills at home during homework tasks. Teachers are sensitive to the fact that children may not have access to computing technologies and a homework club is available for children to complete tasks set if required.

The school communicates closely with stakeholders through the school website and email system. These are seen as an important way of celebrating our school achievements and are updated regularly, in order to ensure that the information shared is both current and relevant.

### **Conclusion**

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a two yearly basis. The Computing subject leader will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the Computing curriculum.

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