Computing Curriculum Policy

Contents:

Statement of intent

[Updated] Langmoor Primary School understands that ICT and computing are an integral part of the National Curriculum and that ICT skills are important beyond the classroom. We recognise that this aspect of the curriculum is a key for everyday life. In an increasingly digital world there now exists a wealth of software, tools and techniques that can be used to communicate, collaborate, express ideas and create digital content.

Computers are a valuable resource in school, benefitting the way pupils learn and helping teachers maximise their role as educators. In light of this, our school is committed to ensuring that both staff and pupils have access to the necessary facilities to allow them to enhance their learning experience. At Langmoor, we recognise that computers underpin today's modern lifestyle. Our vision is to embrace the positive impact and educational benefits that can be achieved through appropriate use of the internet and communication technologies; work within each year group provides opportunities for continuity and progression and is closely linked to other areas of the curriculum. All classes have access to a range of Computing equipment and software to enhance their skills and improve their confidence in using IT in the world around them.

1. Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education 2023'
- Data Protection Act 2018
- General Data Protection Regulation (GDPR)
- Equality Act 2010
- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Data and Cyber-security Breach Prevention and Management Plan
- Data Protection Policy
- Cyberbullying Policy
- ICT Acceptable Use Agreement for Pupils
- ICT Acceptable Use Agreement for Staff
- Pupil Equality, Equity, Diversity and Inclusion Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Monitoring the effectiveness of the Computing and ICT curriculum.
- Monitoring the progress and attainment of pupils in Computing and ICT.
- Holding the headteacher and Computing and ICT subject leader to account for pupils' Computing and ICT attainment and progress and the delivery of the Computing and ICT curriculum.
- Ensuring the school has appropriate filters and monitoring systems in place on its ICT system to safeguard pupils during Computing lessons.

Overall responsibility for monitoring the teaching of Computing and ICT throughout the school will lie with the Computing subject leader. They will make decisions on:

- How Computing and ICT should support, enrich and extend the curriculum.
- The provision and allocation of resources.
- The ways in which the need for developments in the school's Computing and ICT system can be assessed and records can be kept for these developments.
- How Computing and ICT can benefit the aims and objectives of the whole school.

The Computing and ICT subject leader and headteacher will be responsible for overseeing the implementation and reviewing of this policy.

The Computing subject leader will be responsible for:

- Monitoring the progression of teaching and learning in Computing and ICT.

- Managing resources and advising staff on the use of materials.

- Supporting teaching staff to deliver the Computing and ICT curriculum and monitoring the quality of teaching and learning.
- Keeping abreast of technological developments and using these to inform practice.
- Leading staff training on new Computing and ICT initiatives.

Teachers will be responsible for:

- Planning and delivering lessons in line with this policy.
- Providing equality of opportunity to all pupils through their teaching approaches and methods.
- Keeping up-to-date assessment records.
- Ensuring pupils' development of skills and knowledge progresses through their learning and understanding of Computing and ICT.
- Setting pupils appropriate targets based on their needs and prior attainment.
- Maintaining an enthusiastic approach to Computing and ICT.
- Taking part in Computing and ICT training and other CPD opportunities.

The Computing and ICT technician will be responsible for:

- Maintaining and keeping Computing and ICT equipment in good working order.
- Dealing with any reports of broken, damaged or faulty equipment.
- Ensuring the school's Data and Cyber-security Breach Prevention and Management Plan is adhered to.
- Carrying out checks on all computers once per term.
- Adjusting access rights and security privileges in the interest of the school's data, information, network and computers.
- Monitoring the computer logs on the school's network and reporting inappropriate use to the headteacher.
- Disabling the user accounts of staff and pupils who do not follow school policies, at the request of the headteacher.
- Assisting staff with authorised use of Computing and ICT facilities, if required.
- Assisting the headteacher in all matters requiring reconfiguration of security and access rights, and all matters relating to this policy.
- Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the headteacher, authorisation from the user is not required.

Pupils will be responsible for:

- Using the school's Computing and ICT facilities appropriately.
- Being aware of the school's rules around the use of Computing equipment during lessons.
- Understanding how the use of Computing improves learning.

Parents will be responsible for encouraging Computing skills and safe ICT use at home.

3. Overall curriculum aims

At Langmoor, we aim to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Respond to the new developments in technology.
- Equip pupils with the confidence and skills to use digital tools and techniques responsibly, competently and confidently.
- Enhance and enrich learning in other areas of the curriculum using technology.
- Develop the understanding of how to use computers and digital tools safely and responsibly.

4. The curriculum

EYFS

It is important in 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. The Early Years learning environment features Computing scenarios based on experience in the real world, such as in role-play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as controllable traffic lights, BeeBots and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is in particular useful with children who have English as a second language.

Key Stage 1 and 2

Pupils are taught to:

	Key Stage 1	**Key Stage 2**
Computer science	Understand what algorithms are; how they are implemented as programs on digital devices; that programs execute by following precise and unambiguous instructions and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	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 Appreciate how search results are selected and ranked.
Information technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use search technologies effectively. 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
Digital Literacy	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.	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- Helping all children to use technology with purpose and enjoyment.
- Meeting the requirements of the National Curriculum.
- Aiding all children to develop the necessary skills to exploit ICT resources and tools.
- Guiding all children to become autonomous users of computing resources.
- Facilitating all children to consider the benefits of computing and its input on society.
- Ensuring pupils use and gain experience of computing in a variety of subject contexts.
- Developing staff skills to enable them to enhance and extend their pupil's learning.
- Assessing and monitoring pupil's progress to ensure continuity and progression.
- Providing and maintaining appropriate equipment and software.
- Celebrating success in the use of Computing and ICT.

5. Planning, Assessment and Record keeping

Computing and ICT is taught through the Purple Mash programme of study. This is a whole school scheme which fully meets the objectives of the National Curriculum and allows for clear progression on computing and ICT skills. Pupils' progress towards these objectives are recorded by teachers using the assessment tools within Purple Mash. Staff follow the planning guidance and assessment tracker provided by Purple Mash. All pupils have usernames and passwords and are able to access the programme at home. This allows a home-school link and gives children the opportunity share and/or continue practising the skills out of the school hours.

6. Teaching

The teaching of Computing and ICT will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their Computing and ICT knowledge and skills.

The skills needed for pupils to access the wider curriculum using Computing and ICT will be mapped and developed to ensure that pupils can use Computing and ICT applications progressively through the curriculum.

Teachers will use Computing and ICT to allow pupils to investigate, solve problems, refine their work, learn from their mistakes and reflect critically.

There will be a good balance across the whole school between the high-quality use of Computing and ICT to support and enhance teaching and learning, and the individual pupil's productive use of Computing and ICT for their own learning.

When administering homework tasks, teachers will be sensitive to the fact pupils may not have access to a computer at home.

Computing and ICT will be used to support and extend learning beyond the school, through activities integrated with pupils' school-based learning.

7. Equal opportunities

We operate within the school's equal opportunities policy. We challenge prejudice as it arises and have a consistent approach to dealing with racist or discriminatory incidents.

• All pupils will be provided with equal learning opportunities regardless of their background or characteristics, in line with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.

• Groups are carefully selected by the teacher to meet the needs of the task.

• To ensure pupils with SEND can achieve to the best of their ability, targets for pupils with SEND will be adapted and the delivery of the curriculum will be differentiated for these pupils.

• The curriculum and targets will also be adapted for other pupils based on their needs, e.g. pupils with EAL.

• Where possible, Computing and ICT will be used in a specialist way to support pupils with SEND. The school will look to utilise software systems that can be modified to aid language, spelling or reading development.

• The school will aim to maximise the use and benefits of Computing and ICT as one of many resources to enable all pupils to achieve their full potential.

8. Online learning and safeguarding

The school recognises the importance of teaching pupils about online safety, the potential dangers of the internet and their responsibilities when using communication technology – as set out in the school's Online Safety Policy.

As part of the school's commitment to the principles outlined in 'Keeping children safe in education 2023', the school will:

- Offer a safe online environment through filtered internet access.
- Ensure the filtering systems in place will prevent pupils from accessing terrorist and extremist materials, in accordance with the school's Online Safety Policy and the Prevent duty.
- Take care to ensure the use of filtering and monitoring does not cause "over blocking", which may lead to unreasonable restrictions on what pupils can be taught.
- Run assemblies on a termly basis about the potential dangers of the internet and how to stay safe online.
- Teach pupils about internet safety and cyberbullying during PSHE lessons.

Pupils and staff who use the school's Computing and ICT facilities inappropriately will be reported to the headteacher, and the DSL where appropriate.

The Computing and ICT technician will keep internet filters and other safeguarding controls up-to-date, to avoid misuse and protect pupils.

9. Health and safety

All electrical wires and sockets, where possible, will be kept out of the way of pupils.

Visual electrical inspections will be undertaken by the Computing and ICT technician on a weekly basis – any other problems will be reported immediately to the health and safety officer and Computing and ICT technician.

Pupils will be given a five-minute break if they are using the computer for more than one hour at a time.

The rules of the computer room will be displayed around the classroom, and both staff and pupils will be expected to familiarise themselves with, and adhere to, these rules.

10. Implementation of this policy

The provision of the Computing and ICT curriculum will be monitored and assessed by the Computing and ICT subject leader and headteacher.

The suitability of all Computing and ICT equipment and programs will be assessed and updated, if necessary, by the Computing and ICT technician to ensure they are sufficient for effective learning.

Staff will be provided with high-quality training regarding both curriculum delivery and the safeguarding issues around e-safety.

Any breach of this policy will be reported to the headteacher.

Use of the school's internet connection and network use will be recorded and monitored by the Computing and ICT technician.

The Computing and ICT technician has the ability to remotely view or interact with any computers on the school's network. The Computing and ICT technician will use this to help implement this policy and to identify and solve any problems.

11. Monitoring and review

This policy will be reviewed annually by the Computing and ICT subject leader and headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the teaching of Computing and ICT will be required to familiarise themselves with this policy.

The next scheduled review date for this policy is annually

12. Professional development

We believe that Computing and ICT is a basic core skill for teachers to have, so that they can develop pupils' Computing and ICT capability. We will ensure that all members of teaching staff have an understanding of the National Curriculum orders for Computing and ICT, have had training on how to use Purple Mash, and are confident and competent in delivering the core Computing and ICT units outlined in the scheme of work.

13. Appendices

Please find attached the Internet Acceptable Use Policy and the Internet Permission Letter that all children need to have returned to the school.

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