



WHOBERLEY HALL
PRIMARY SCHOOL

Computing Policy

Implemented by school: Autumn 2022

Review by: Autumn 2025

Believing  **Achieving**  **Learning for Life**

INTRODUCTION

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Whoberley Hall Primary School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

AIMS & OBJECTIVES

At Whoberley Hall Primary School our aims are that:

- Computing be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills within other areas of the curriculum.
- Children appreciate the relevance of computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment
- Children receive equal opportunity to develop their computing capability, with the use of computing being planned for in line with its status as a National Curriculum subject
- Children learn to work individually and collaboratively to achieve their goals.
- Children have a heightened interest and awareness of computing through the regular display of their computing enhanced work in the classrooms and around the school, and the positive attitude of staff towards the use of computing.
- Children will be able to develop their internet skills in a safe environment and we understand how to stay safe when using the internet and what to do if there is a problem (see E-Safety Policy).

CURRICULUM ORGANISATION

We carry out the curriculum planning in computing in three phases (long-term, medium-term and short-term). We are now using the Kapow computing scheme which maps out the national curriculum objects against each of the units to ensure complete coverage. The medium-term topic planning integrates all non-core subjects so the computing are now placed alongside other non-core subjects that they compliment or have links with. Each unit is made up of several lessons which is the short-term planning.

TEACHING AND LEARNING

Foundation Stage

We teach computing in nursery and reception class as an integral part of the topic work covered during the year. As part of the Foundation Stage of the National Curriculum we relate the computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for the children aged three to five. We have also bought into the Kapow program, which the staff follow

The children have the opportunity to use I-pads, programmable toys, tape recorders, interactive boards and digital cameras. During the year, as they gain confidence, they start using the I-Pads to find information and use it to communicate in a variety of ways. The Foundation Stage learning environments should also feature ICT scenarios based on experience in the real world, such as in role play.

Year 1

Year One, like the rest of the school, are using the Kapow computing scheme. The scheme details all the skills and units that need to be taught and gives examples of what to do and what programs to use. Year One will continue using the I-Pads as their main computing resource, as they are easier to manipulate and access for the smaller children, but will still access other resources such as programmable toys. The children will now begin using programs for specific tasks, as well as learning to type using the touch screen keyboard. Where possible the teacher will link the computing lessons to literacy and topic and utilise any skills taught in computing within other lessons.

Years 2 to 6

Each class continues to use Kapow computing scheme. Teachers will mainly teach the units discretely due to the large changes to the curriculum and the much higher expectation placed upon the children's learning. Where possible the teachers will link the computing to literacy and topic lessons and utilise any skills taught in computing in other lessons. The main difference between Year 1 and the rest of the school is that laptops are introduced in Year 2 and from Year 3 the children have their own logins, although in Year 2 I-pads are still the main computing resource.

Children have access to multiple laptops as well as multiple I-Pads, which can be used by any class when not being used by Reception, Year 1 and Year 2. In addition all children from Year 2 upwards have their own account on the server in which they can save their own files. Key Stage 2 and Year 2 have access to their own personal One Drive accounts, where they can access more storage and other programs. Children will be taught using a variety of online and offline programs.

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 precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond the school
- Use technology safely and respectfully online, keeping personal information private, identify where to go for help and support when they have concerns about content or contact the Internet or other online technologies

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
- Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content;
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

ASSESSMENT OF COMPUTING

Assessment is a crucial tool in developing the teaching and learning of computing. The children's learning is constantly monitored and recorded by the teacher as a support for their planning.

At the end of each unit the children are assessed against the curriculum targets and complete a mini quiz with results recorded by the class teacher.

The computing subject leader works with teachers to assess areas of need within their year group, whether it be knowledge of the skill being taught or equipment/programs required to teach the skill effectively.

EQUAL OPPORTUNITIES

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

SPECIAL EDUCATION NEEDS

We believe that all children have the right to access computing in support of their learning. Where appropriate computing can be used to support SEN children on a one to one basis where children receive additional support, in particular some software systems are used to support language, spelling or reading development.

RESOURCES

Whoberley Hall has a wide range of technological stimuli for the children, including multiple laptops, which are flexible in their use and portability around the school. All children from year 2 onwards have access to these laptops. We also have multiple children's I-Pads. All

the children have access to the I-Pads, but priority goes to Early Years and Key Stage 1 as this is their main means of accessing computing resources.

All computing software required to teach the skills is either loaded onto the server or appropriate machines (teacher or pupil), additional software is available online to further enhance the learning.

All classrooms have an interactive whiteboard with laptop which offers a wide range of interactive activities to support the children's learning. Every classroom has a visualiser which are used effectively in the classrooms to share children's work and aid discussion points in lessons. Additional resources will become available as the school extends its computing capabilities.

SAFEGUARDING/HEALTH AND SAFETY

The safety of all children is paramount at Whoberley Hall. The use of the internet is a fundamental element of the curriculum and the teaching of E-safety is therefore a major thread across all year groups (please see the E safety policy for more information). In addition, all charging cabinets must be switched off when children are accessing the cabinets. Charging cables should also be checked regularly by members of staff from the phase and any damaged cables removed from the cabinets.

WEBSITE/TWITTER

Whoberley Hall maintains a website that meets all Ofsted guidance. Teaching staff are responsible for updating their year group's webpage and ensuring all relevant information is available. The rest of the website will be updated by the office staff, computing coordinator and management staff depending upon the section of the website. Staff also need to check that any images/materials used on the website are not copyright protected.

WIDER COMMUNITY LINKS

Whoberley Hall supports the use of technology throughout the wider community and with the use of the school website we share children's work, latest information, developments and newsletters, policies, Governor and Parent Association information with parents and carers. Due to Covid-19 and remote learning all children were given access to Office 365 accounts to allow for remote learning and access to programs such as Word and Power Point. This will be reviewed in the future. It allows the children to communicate safely with each other and members of staff about school related matters. It also gives them a cloud storage account where they can store extra work done in school and at home. It also ensures all children with a computer or tablet at home have access to a variety of Microsoft Office products, even if they do not own a copy of Microsoft Office.