

BANDON HILL PRIMARY

COMPUTING POLICY

Meadow Field - Wood Field - Oak Field

Updated	Summer 2018
Approved by governors	Summer 2018
Date to be reviewed	Summer 2020

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Computing. *“Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. ‘Computational thinking’ is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. The new national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives”.* (NAACE ‘Computing at School’ 2013)

Our vision at Bandon Hill

What we want our children to achieve when they leave Bandon Hill:

- Children are competent using a computer and other devices.
- Children have a clear understanding of how computing can be applied in all curriculum areas.
- Children should have the confidence to use a variety of software, including an understanding of its uses and limitations.
- Children should be given a sound teaching and understanding of skills/programs which they can build on in secondary school.
- Children should be able to confidently use e-mail including attachments.
- Children are able to access and use the internet safely and responsibly and be discerning in evaluating digital content.
- Children should have an understanding of acceptable/unacceptable behaviour and identify a range of ways to report concerns.
- Children will have been educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- Children should be able to solve problems by breaking them down into smaller parts and debugging their solutions logically.
- Children should be confident working with a variety of media.

The school's curriculum organisation

Computing is taught as a discrete subject although where possible, links are made with the Cornerstones topics. Throughout the year, children undertake a wide range of activities including those relating to:

- Multimedia and word processing
- Graphics
- Digital video
- Communication Collaboration and publishing
- Music and sound
- Handling data
- Research
- Modelling
- Computer Science

In line with the new National Curriculum, there is now a greater emphasis on computer science and coding.

EYFS

The curriculum for the Foundation Stage at Bandon Hill underpins all future learning by supporting, fostering, promoting and developing children's knowledge and understanding of the world. The children at this stage have opportunities to use tools and equipment to express and communicate their ideas.

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 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.

Every Child Matters and SMSC

Teachers plan lessons that take into account the five main strands of Every Child Matters. Lessons also make a contribution to the teaching of SMSC and Citizenship. Children are encouraged to understand computer networks including the internet and recognise the opportunities they offer for communication and collaboration within the wider world. They will be taught how to evaluate digital content, acknowledge the source and understand the importance of checking information before accepting its accuracy. They will also learn how to behave responsibly online and keep themselves safe.

Access to Computing

Each site has a computer suite which is timetabled for classes throughout the week. A timetable is displayed for staff to sign up for additional time where appropriate. Every class has an Interactive whiteboard connected to a computer. There are also one or two computers in some of the EYFS and KS1 classrooms which are linked to the curriculum network.

Inclusion

All pupils, regardless of social and cultural backgrounds, gender and ability shall have the opportunity to develop computing capability. The school will promote equal opportunities for computer usage and fairness of distribution of computing resources.

In planning lessons, teachers will ensure that the needs of all children, both those with learning difficulties and the more able, are met.

The school recognises the advantages of the use of technologies by children with special educational needs. Using computers can help to address children's individual needs, increase access to the curriculum and enhance language skills. The school will endeavour to buy appropriate resources to suit the specific needs of the child as appropriate.

Recording, assessment and reporting

During lessons, teachers are continually assessing the computing capabilities of the children. This informs future planning and is used to support teaching and learning. Evidence is saved on the network or in paper form.

Monitoring and review

Monitoring is carried out by the Computing coordinators, in the following ways:

- Informal discussion with staff
- Pupil interviews
- Observation of ICT displays
- Learning Walks
- Classroom observation
- Browsing electronic folders of children's work

This Computing policy must be looked at alongside the school's policy for Online Safety.