White Cliffs

Primary School

Unique - Confident - Valued

Computing Policy

White Cliffs Primary School Computing Policy	
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The Dover Federation
For The Arts Multi Academy Trust

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Statement of intent

At White Cliffs Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the KS1 and KS2 computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

1. **Legal framework**

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

   - DfE (2013) 'Computing programmes of study: key stages 1 and 2'

2. **Roles and responsibilities**

   2.1. The Curriculum Subject Lead (CSL) will:

   - Secure and maintain computing resources and advise staff on the correct use of digital technologies.

   - Offer help and support to all members of staff in their planning, teaching and assessment of computing.

   - Keep the Headteacher and other stakeholders, such as parents, informed about the implementation of the primary computing curriculum.

   - Keep up to date with new developments in computing and communicate such information and developments to colleagues.

   2.2. Classroom Teachers will:

   - Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.

   - Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.

   - Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.

   - Tailor lesson delivery according to pupils' respective abilities.

3. **EYFS**

   3.1. Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.

4. **KS1**

   4.1. Pupils will be taught to:

   - Understand what algorithms are, and how they are implemented.

- Create and debug simple programs.

- Predict the behaviour of simple programs.

- Create, organise, store, manipulate and retrieve digital content.

- Recognise common uses of ICT beyond school.

- Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

5. KS2

   5.1.   Pupils will be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.

- Use sequence, selection, and repetition in programs.

- Work with variables and various forms of input and output.

- Explain how some simple algorithms work, and how they can detect and correct errors.

- Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.

- Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.

- Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.

- Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns.

6. Curriculum delivery

   6.1.   The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through dedicated computing lessons.

6.2. An audit of resources is taken annually to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.

6.3. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.

7. Differentiation

7.1. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of the pupils. We will achieve this in a variety of ways, including:

- Grouping pupils by ability and setting different tasks for each ability group.

- Making reasonable adjustments to the way in which we deliver the computing curriculum.

- Assigning support staff to individual/groups of pupils, where appropriate, to enable greater support.

7.2. Academically more able pupils may be asked to become 'E-Cadets', mentoring and sharing their skills with others.

8. Assessment

8.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed accordingly.

8.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

9. Monitoring and evaluation

9.1. We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time which will be monitored and assessed for use by the CSL.

9.2. This policy will be reviewed every two years to ensure that it complies with the latest legislation, guidance, and best practice.

9.3. The next scheduled review date for this policy is May 2023.