Policy reviewed February 2023

Bidston Village CE Primary School Computing Policy
(with reference to Computing Programme of Study 2014, DfE)

Introduction:
This policy expresses the school's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and monitoring. It was developed in *(term/year)* by the Computing subject leader *(name)* through discussion with teachers and the leadership team and based on Computing programmes of study (POS): key stages 1 and 2 (*DfE September 2014*)*.* It will be reviewed on *(date).*

Vision for Computing at Bidston Village

Our children are the future. We foresee a world where Computing and ICT skills and understanding will be a requirement for everyday life and a key element to success. Our children need to be ready and eager to meet this challenge. To facilitate this, ICT and computing will be an embedded aspect of school life, ever present, working behind the scenes to motivate, facilitate and enhance every child's learning.

Intent

At Bidston Village C.E. Primary School our aims are to:

- Allow children to achieve specific computing skills as set down in the schools scheme of work and to celebrate their success
- Allow children to appreciate the relevance of computing as an integral part of everyday life and show ICT to be an essential tool for learning, communication, finding information and for controlling and understanding their environment.
- Allow staff and children to gain confidence in and enjoyment from, the use of ICT through creativity and innovation.

- Allow staff to develop professionally by enhancing their teaching skills, management skills, administrative skills and communication.
- Maintain a school website that promotes the school and its pupils, communicates with the community and celebrates our achievements.
- Prepare children for adult life by exposing the opportunities computing skills provide, both for recreation and employment.
- Utilise the expertise of outside agencies to provide our children with opportunities not available within the school curriculum.
- Provide opportunities of benefit to the wider community

Implementation

Hi-Impact

Since 2019 Hi-Impact have been involved in helping us to plan and implement a curriculum for Computing throughout the school, as well as providing staff training and technical support. They have worked with staff and school leaders to ensure that we have a curriculum that fits into our broader vision for the school and fulfills the requirements of the National Curriculum for computing. Each year group has coverage that dovetails with the rest of the curriculum to make computing relevant to their other studies.

Teaching

Computing is taught as both a discrete subject for programming and digital literacy, and as an integrated subject to support other curriculum areas. This allows us to focus on areas of the curriculum that require the greatest urgency and level of new knowledge and skills, but we recognise that all areas of the computing curriculum have application to other subjects and to the broader lives of the children.

Our programming skills are developed by the use of Code.org, where each child from Year 1 and above, has an account. For our digital literacy, we use the sequence of lessons from Common Sense Media in KS2 and use Hectors World and The adventures of Kara with the younger children.

Subscriptions

The school currently has a subscription to Purple Mash, an online software suite from 2Simple.This software is often used in school, and is a useful tool for literacy throughout the curriculum. The link to the PurpleMash site is [here.](#)Your child can log onto the site using their normal school website details.

We also use free accounts provided by Code.org and Common Sense Media as mentioned previously.

We have recently taken a subscription to [Digimaps for School](#) to increase our use of digital mapping technologies within the wider curriculum.

Curriculum coverage and progression:

- Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long and medium term planning has been developed in collaboration with Hi Impact Consultancy. It seeks to support the wider curriculum and to integrate Computing skills and knowledge within other subject areas.
- The computer science aspects of Computing are taught discretely through code.org
- Key skills in information technology are developed through Multimedia and Handling Data threads and are integrated into learning in other curriculum areas.
- E-safety is developed through the use of Common Sense Media
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning.

Assessment:

- Progress is assessed on an on-going basis against the key skills outlines in Hi Impacts medium term plans. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.
- Self and formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.
- Each class teacher maintains a record, indicating pupils that are working beyond or below age-expected attainment. This is passed on to the next class teacher.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Teacher's track progress in coding skills through code.org. This record stays with the children through their school life
- Information is shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.
- At the end of the year, teachers enter data onto Target Tracker for each child, highlighting which statements children have achieved.

Early Years:

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.

- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.

Online safety:

- The use of Common Sense Media provides a progressive online safety curriculum for KS2 which ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about online safety are part of PSHE and reinforced whenever technology is used.
- Clear rules for online safety are agreed by each class at the beginning of every year. Parents and pupils sign an acceptable user policy together when a pupil first starts at the school. The class rules are then signed annually by pupils and shared with parents.
- The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti-Bullying week in the autumn term. We often use an e-safety themed performance from Altru Drama as a starting point to increase awareness.
- The school has an online safety policy in place that details how the principles of online safety will be promoted and monitored.

Monitoring:

- The impact of the Computing curriculum is monitored regularly by the Computing subject leader through pupil discussion, samples of work and discussion with teachers.
- Systematic monitoring of all threads of Computing informs the subject leader and school development plan.
- The Computing leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of individual teacher's performance management plan.
- Policies for Computing and E-safety are reviewed on a regular basis.

Equal opportunities:
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- The school maintains its policy of equal opportunities as appropriate for Computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum, including homework

SEND
At Bidston Village CE Primary School, we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the specific

needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in computing, we take into account the needs of individual pupils where necessary and will ensure greater support through, for instance, peer support. Teachers identify children who are more able in the area of computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of ICT and computing both in specific computing lessons and in using ICT in other curriculum areas. Children are always encouraged 'to go as far as they can'.Opportunities are identified for these children to actively participate in more challenging aspects of computing.

Resources:

- The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National curriculum. We maintain a list of resources used in each phase.
- Online tools such as Purple Mash and Digimaps for Schools are part of the experience of pupils.
- The Computing subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider.
- Hardware and software faults are logged on the Hi Impact ticketing system
- The Computing Action Plan expresses the school's priorities for future expenditure and is reviewed by the Computing subject leader, governors and senior management who consider its impact on all learning.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.
- Old resources are disposed of by Hi Impact using their third-party disposal contacts.

Impact

At Bidston village, children see computing and the wider use of technology as fun, engaging and useful. They know that computing skills are applicable in all areas of their lives and are vital for their future interaction with the world at large, whether it be for personal enjoyment or for work. They appreciate that communication, creativity and productivity can all be enhanced through the use of technology and see how it can provide a world of opportunity. At all times they are aware of the issues of online safety and are better prepared to deal with issues as they arise and where to go for help. Our children go to secondary education ready to tackle the KS3 curriculum and beyond.

Roles and responsibilities:

- The school community works together to ensure the implementation of the Computing policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.
- Subject leaders in other curriculum areas are responsible for recognising the links between computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- The Computing subject leader provides an annual report to governors on the impact of the Computing curriculum and how resources are being effectively deployed.
- The class teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate.
- The school receives technical support from Hi Impact and the technician is responsible for the maintenance of computers, printers, the school network and keeping software up to date. The subject leader liaises with the technician to ensure that the systems are running efficiently.

Health and safety:

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- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's health and safety policy.

Review:

- This policy will be reviewed annually by the Computing subject leader and leadership team and shared with the school community.