

# Computing Policy



Beresford Memorial CE  
First School

## **Contents:**

- Introduction
- Purpose
- Aims
- Legal framework
- Roles and responsibilities
- Curriculum delivery
- Differentiation
- Assessment
- Staff training
- Monitoring and evaluation

## **Introduction**

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Beresford Memorial First School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

## **Purpose**

This policy reflects the values and philosophy in relation to the teaching and learning of and with ICT. It sets out a framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment. This policy should be read in conjunction with the scheme of learning for Computing that sets out in detail what children in different year groups will be taught and how ICT can facilitate or enhance learning in other curriculum areas

## **Aims**

The Computing in the National Curriculum (2013) expectations split the teaching and learning of Computing into three strands (Computer Science, Digital Literacy and Information Technology). It is therefore important that children recognise the difference between what makes each one relevant to their future, as well as their everyday lives. High quality teaching of Computing, from Reception through to Year 4, utilises a combination of practical lessons and theory lessons designed to promote discussion and nurture understanding, which are also relevant to other areas of the curriculum..

### **Computer Science**

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning
- To develop children's understanding of technology and how it is constantly evolving.

### **Digital Literacy**

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices.
- To promote pupils' spiritual, moral, social and cultural development.

### **Information Technology**

- To develop ICT as a cross-curricular tool for learning and progression.
- To promote learning through the development of thinking skills.
- To enable children to understand and appreciate their place in the modern world.

## Purpose

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## Legal framework

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

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

## Roles and responsibilities

**The headteacher** in consultation with the ICT leader and staff will:

- Determine the ways in which Computing and ICT supports, enriches and extends the curriculum.
- Decide on the provision and allocation of resources.
- Ensure that Computing and ICT is used in a way that achieves the aims and objectives of the school.

**The ICT leader** will oversee the planning and delivery of Computing and ICT within the school through:

Facilitating the use of ICT across the curriculum in collaboration with all subject leaders.

Providing or organizing training to keep staff skills and knowledge up to date.

Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.

Monitoring the delivery of the Computing and ICT curriculum and reporting to the head teacher and governors.

Ensuring all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

Whole school coordination and support is essential to the development of Computing and ICT capability however, it is the responsibility of each **individual teacher** to plan and teach appropriate Computing and ICT activities and assist the leader in the monitoring and recording of pupil progress in the subjects.

## Curriculum delivery

Beresford uses Kapow Primary to meet the statutory guidance for Computing.

The scheme of work fulfils the statutory requirements for computing outlined in the National Curriculum (2014).

Kapow Primary offers full coverage of the KS1 and KS2 Computing curriculum, including EYFS and the content is categorised into three strands:

- Digital Literacy
- Computer Science
- Information Technology

Kapow Primary's Computing scheme of work has been designed as a spiral curriculum with the following key principles in mind:

✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.

✓ Increasing depth: Each time a key area is revisited, it is covered with greater complexity.

✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

## Differentiation

- We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:
- Grouping pupils by ability and setting different tasks for each ability group.
- Assigning teaching assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.
- More able pupils may be asked to mentor and share their skills with others, during computer lessons

## Assessment

We assess the children's work in Computing whilst observing them working during lessons. Teachers record the progress made by children against the lesson objective- using the marking codes set out in our Feedback and Marking Policy. In doing so, this highlights implications for future teaching and informs future planning within the subject.

Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to achieve, achieved or exceeded the expectations of the unit. We record the results in our assessment files and we use these to plan future work. ICT and computing work can be saved on the school network. Samples of work will be kept for groups of

children, stored in both classrooms and on the school network, within relevant class and pupil folders.

## Staff training

The ICT coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.

Teachers will be encouraged to use ICT and computing to produce plans, reports, communications and teaching resources.

## Monitoring and evaluation

We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.

We will review this policy on an **annual** basis in line with our policy review schedule.

We will review our web filters on an **annual** basis in order to ensure that pupils continue to be protected from inappropriate content online

Publication date: November 2021 Renewal Date: November 2023

Signed by:

Mrs C Quinn

Headteacher

Date:

Mrs K Burmeister

Chair of Governors

Date: