

Grove Lea Primary School



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Primary School

Computing policy

Our policy and practice in computing aims to give children the opportunity to achieve their full potential. This policy will provide guidance in relation to computing and cover all areas including supporting teaching and learning; resources; assessment and safety within the subject.

The role of the computing coordinator is to ensure that computing is being taught regularly and correctly across school and that resources are readily available for teachers to have increased confidence and enjoyment in teaching the subject.

Aims:

- To provide a diverse and engaging curriculum which allows all children a variety of opportunities to enjoy and progress within the subject of computing.
- To allow children access to a wide range of resources in order to develop their understanding of different computing systems.
- To create an understanding of computing's relevance within society and develop children with the appropriate skills to use this within everyday lives.
- To educate children about using technologies and the internet in a safe and responsible manner.

Teaching and Learning:

Computing is an integral part of the school curriculum due to its links within modern society and how these technologies are used within everyday life. The computing curriculum now caters for this by ensuring children's learning focuses on creating, designing and communicating as

well as problem solving. These are all built through 'real-life' contexts and covers three key areas: Digital literacy, computer science and information technology.

A long term plan is provided to ensure that teachers understand the structure and progression within the computing curriculum to make sure that lessons are planned with the appropriate activities and pitch for the selected age group. Schemes of work are also provided to help teachers with their understanding of the subject matter and build their confidence in teaching computing.

Quality first teaching is provided across the curriculum by ensuring class teachers are provided with the appropriate skills and understanding to both scaffold and extend learners within the class so they are challenged appropriately. Planning is checked by the computing coordinator to ensure that aspects such as adult deployment, differentiation and a range of practical and engaging activities are being provided within lessons.

To ensure quality first teaching is evident within the teaching of computing, it is vital that there is a wide range of continuously updated and engaging resources for children to use. These should have solid applications to real life contexts for children to explore and understand. The use of quality hardware and software within computing and across the curriculum is crucial for children's development. These include:

- Interactive technology (e.g. interactive whiteboards and visualizers) within groups or whole class teaching.
- A variety of coding equipment to demonstrate the use of algorithms within computing and throughout life (e.g. Beebots, InOBots, Scratch, Kodu).
- Opportunities to regularly use updated devices such as Ipads/tablets and laptops.
- Sound systems and recording devices including the use of headsets, microphones and digital cameras.
- Online services the school provides to deepen children's understanding of the computing curriculum, including the opportunities for children to interact with peers via e-mails and other forms of online communication.

Assessment:

Teachers are provided with assessment grids which correlate against the national curriculum requirements for each year group. This is then used to show which children are:

- Working **below/towards** national standards.
- Working **at** expected national standards.
- Working **above** national standards/greater depth.

These are completed every term to show the objectives that have been taught and are then checked by the computing coordinator and any relevant feedback is given. The assessment data collected is then used to inform end of year coordinator and children's reports and to be passed onto next year's teacher.

Teachers are also encouraged to use their own assessment for learning strategies within lessons in order to progress children's learning. Within upper KS2 children should begin to use their own self and peer assessment skills to identify strengths and areas for progression.

Behaviour and Safety:

All staff apply the school's behavior policy consistently within any use of computing so conduct in lessons is conducive to learning. Children are supervised throughout their use of any computing resources to ensure this is used safely and appropriately. This includes collecting and moving laptops around school. Children are reminded of how to correctly carry and plug these into charging leads and understand the expectations when using them.

This policy works alongside the e-safety policy which the school has put together to ensure all children within the school understand the risks of online activities and can minimize these by acting in a safe and responsible manner when using the internet. Children are taught to:

- Understand the effects of what they post online and who can see it, including being a responsible digital citizen.
- How to keep their accounts private and secure including managing their passwords.
- Know how to report anything online that they find upsetting or inappropriate.

All classes have access to 'Class Dojo' which is used for updating parents on information regarding their individual classes and whole school notices. As well as this, Dojo is used for behavior management within classes which parents also have access to see how their children are doing during the school day. A dojo user policy is sent to all parents informing them of the rules and expectations when using 'Class Dojo' and this must be read and signed before parents/guardians are allowed access to their site.

All staff must also adhere to the standards of internet safety set which includes no use of Class Dojo or email accounts on personal phones and I pads and following the professional expectations of the school.

Home-School agreement:

All parents/guardians must sign a home-school agreement within the opening weeks of a new school year. This outlines the expectations set by the school and that parents/guardians will commit to supporting the school within our aims and objectives, as well as ensuring they take responsibility for their own behaviour. This also covers the acceptable use policy for ICT and other technologies which includes:

- Supporting the school's approach to online safety and not deliberately uploading any images or messages that could upset or offend any member of the school community.
- Modelling safe and responsible behaviours in their own use of technology.
- Any images taken of pupils at school events will be for personal use only and not uploaded or shared via the internet.
- Any complaints made will be processed through the correct complaints procedure and not through any online social media platform.