



THE LIMES

PRIMARY ACADEMY

Computing Curriculum Policy

“Growing Learners for Life”



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On behalf of:	Local Governing Body

Collaboration Curiosity Responsibility Resourcefulness Resilience
Reflectiveness



Statement of intent

At The Limes Primary Academy, 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.

Knowledge and understanding of ICT is of increasing importance for children's futures both at home and for future employment in the world of work. Our computing curriculum focuses on a progression of skills across the different strands of computing: online safety, computer science, information technology and digital literacy. These strands are revisited repeatedly through a range of topics and themes to ensure learning is embedded and skills are successfully developed. Our intention is for computing to be taught through cross-curricular topics within our creative curriculum to support children's creativity, to engage children and to enrich their learning experiences in school.

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'

1.2. This policy operates in conjunction with the following school policies:

- Maths Policy
- Home Learning Policy
- Online Safety and Acceptable Use of the Internet Policy
- Assessment Policy

2. Roles and responsibilities

2.1. The headteacher will:

- Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Primary Computing Policy, as written, is disseminated to the Computing Lead, known as the Lead Programmer, teaching staff and parents, for implementation.
- Hold the Lead Programmer to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

2.2. The Lead Programmer will:

- Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
- 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, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

2.3. 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.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective needs.

3. EYFS

Although computing is not a statutory part of the EYFS, we will ensure that children of nursery and reception age receive a broad, play-based experience of computing through the use of technical resources including: technical toys, bee bots and Ipads and other classroom resources such as shapes and construction. Children will be introduced to the basic key learning skills that will be taught in KS1, through continuous provision and adult led activities, such as: creating patterns, following and creating instructions, predicting what will happen, using technology purposefully and safely and they will be introduced to technology in play.

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. Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links. We follow recognised computing curriculum programmes such as: Teach Computing, Barefoot Computing and the Hamilton Trust, adapting the planning to fit with our current curriculum topics.
- 6.2. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the school's long term learning pathway curriculum. Computing will be taught through cross curricular subject links and also through subject lessons.
- 6.3. We have Ipads, laptops, Beebots and other technical toys including microphones, voice recorders, recording clipboards, walkie-talkies and light tables to support the delivery of the primary computing curriculum.
- 6.4. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.
- 6.5. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials. These are updated daily. We also use Senso, a key stroke logger, which flags up any inappropriate terms or phrases.
- 6.6. Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.
- 6.7. Support from REAch2 in the form of in person and remote aid is in place to support the Lead Programmer to fulfil this role.
- 6.8. An SLA with Wave 9 is in place, and all computing-related devices and related applications have access to the internet. This SLA is reviewed regularly by REAch2 to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money.

7. Differentiation

- 7.1. The school recognises the fact that in all design technology classes there are pupils of a variety of attainment levels, and we seek to provide suitable learning opportunities for all pupils by scaffolding for those children who need it and providing challenge through providing opportunities for deepening knowledge and understanding. Additional support could include:
 - Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil's first language where they use English as an additional language.
 - Embedding the computing curriculum within our immersive, topic- based curriculum so that the children are given a purpose for their computing learning and can see its uses in real life.
 - Allowing access to computing equipment within the Learning Pathway provision so that children have opportunities to practice newly acquired skills on a regular basis.
 - Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.
 - Challenge may include the opportunity to support others within the class, acting as experts and enhancing their skills through the process of explaining their knowledge to others.

8. Assessment

- 8.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed according to the provisions outlined in our Assessment Policy.
- 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.
- 8.3. Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means.

8.4. 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.

9. Staff training

- 9.1. The Lead Programmer will be responsible for the identification and delivery of staff training requirements.
- 9.2. Staff training requirements will be met by:
 - Auditing staff skills and confidence in the use of computers and ICT on a termly basis.
 - Arranging top-up training for individual staff members as required.
- 9.3. The Lead Programmer will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

10. Monitoring and evaluation

- 10.1. We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
- 10.2. We will review this policy on an annual basis in line with our policy review schedule.
- 10.3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.
- 10.4. The next scheduled review date for this policy is March 2022.