Brompton Community Primary School

Computing Policy

Introduction

The development of Computing pervades every aspect of our lives at home and in the community. The impact of Computing on the lives of our pupils continues to grow and it is essential that they take advantage of Computing opportunities and understand its effects, so that in the future they will be confident and competent users. We are aware that the extent to which our children gain Computing opportunities at home varies, and as such we recognise the importance that all children in our school gain the appropriate skills, knowledge and understanding to have the confidence, creativity and capability to use Computing throughout their lives. Children in our school should be encouraged to become originators and creators rather than passive users on computing systems. This will involve the development of high level skills such as designing, writing and debugging programs, multimedia authoring, developing internet resources, research skills and the capability to design control systems.

The core of computing is computing science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. When building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims of Computing in our school

- To develop a whole school approach to Computing ensuring continuity and progression for all children.
- To provide pupils with opportunities to develop their Computing capabilities in all areas specified by the National Curriculum.
- To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To be responsible, competent, confident and creative users of information and communication technology.
- To develop an understanding of what is required to stay safe online.
- To develop children's awareness of the use of computers and mobile technology in the classroom and in everyday life in a variety of contexts.
- To develop children who are critical users of Computing, capable of evaluating the potential of computers and also their limitations.
- 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 experience using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- To provide opportunities for children to gain knowledge about Computing tools. These may include word processors, databases, interactive whiteboards, control devices, spreadsheets and software for processing sound and images, and the development of the school website.
- To offer children and teachers the opportunity to search for information from a wide range of resources based throughout the world via internet and email. To develop an awareness of bias in reporting and checking for authenticity.
- To foster positive attitudes towards Computing, understanding its potential and show confidence and enjoyment in its application.

The Headteacher will:

- Set high expectations and monitor teaching and progress;
- Encourage a whole school approach, keeping parents, governors and all support staff well informed;
- Support the co-ordinator and individual teachers.
- Regularly review the Computing action plan.

Governors will:

- Be well informed through the leadership of the Headteacher, and the Computing coordinator.

- Support the staff in implementing the school's policy for Computing
- Monitor and review progress on the Computing Action Plan.

Role of the Computing Co-ordinator

- Lead by example showing a thorough understanding of the subject;
- Offer support to teachers in planning, teaching and assessment;
- Work alongside the headteacher to monitor and evaluate teaching and progress;
- Identify INSET needs, plan and deliver INSET.
- Highlight areas for the development of Computing within the School Development Plan and be aware of the annual budget available for this.
- Co-ordinate the purchase and maintenance of equipment and software licences.
- Liaise with the Computing Technician regarding installation issues, service and maintenance of the network and any issues that arise throughout school regarding software/hardware ensuring equipment is safe to use.
- Disseminate relevant information from courses to all members of staff.
- Keep up to date with developments and new technologies.
- Ensure that this policy is successfully implemented throughout school.
- Review and update this policy periodically.

Implementation and Curriculum Organisation

Children will be encouraged to develop their Computing capability with the appropriate hardware and software and internet access. The pupils will be encouraged to develop their knowledge, skills and understanding to facilitate:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

While planning, teachers should consider whether pupils are:

- Developing Computing skills, knowledge and understanding (i.e. discrete Computing lessons)
- Using Computing to enrich and extend their knowledge of another area of the curriculum
- Developing or using their existing Computing skills whilst working in a different curriculum context

Support staff will:

- Have opportunities for training where appropriate;
- Have a clear understanding of their role in each part of the lesson;
- Share the learning objectives for each lesson and know the key vocabulary to be developed

Teaching, Learning and Assessment

Curriculum planning should ensure continuity and progression; teachers refer to and adapt the new Computing curriculum and the 'Brompton Assessment Sheets'. Children's Computing capability and work are assessed during each major experience in line with the programmes of study and reported to parents at the end of each academic year. 'Brompton Assessment Sheets' are used to track pupil progress and inform future planning; for each year group these are split into 'Developing', 'Expected' and 'Exceeding'.

Resources

The school is committed to an ongoing programme of replacement and enhancement of Computing equipment and software to deliver the requirements of the National Curriculum to our pupils and to match guidelines for baseline provision of Computing resources. This currently involves the investment in hardware and installation of appropriate software to be used by staff and children alike. The school currently subscribes to 'Purple Mash' to enhance teaching and learning throughout the school.

The school has invested in new PCs and mobile technology, further embedding Computing across the curriculum in a flexible and creative way. iPads are used to support all subjects as well as increasing the more discrete Computing resource within school.

Additional Computing-related Documents

'Internet Access Policy'; 'Rules for Responsible Internet Use'; 'Acceptable Internet Use Statement,' 'Remote Learning Policy.'

Revised June 2021
Viewed by Governors