Clifton with Rawcliffe Primary School
Computing Policy

Date of policy: September 2017
Date of review: September 2019
Person Responsible: Johnathan Nelson

Description of school / background information in provision of computing
Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. All pupils take part in regular curriculum based computing activities and experience a wide range of skills and techniques.

Roles and Responsibilities
Governors
The Governing Body (Policies Committee) has been involved in the development of the school's computing policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff
An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

Parents and guardians
Parents and guardians are encouraged to support the provision of computing within the school programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date and are notified about after-school and other computing-related enrichment activities via the school's website, regular school newsletter, Facebook and letters sent home with pupils.

Pupils
All pupils have an entitlement to learn computing.

Staff
All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in computing activities should have opportunities for relevant training.

The Senior Leadership Team (SLT) and the Computing Subject Leader will also ensure regular in-school training through lesson support and School Improvement Sessions.

Adults Other Than Teachers (AOTT)
The school actively seeks to include AOTTs to assist and supplement the computing provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy
The aim is to provide quality teaching of Computing and to motivate and enthuse pupils.

The national curriculum for computing has four main aims to ensure that all pupils:
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology

The new national curriculum introduces a new subject, Computing, which replaces ICT. Information technology and digital literacy will still be covered but the focus has now moved to computer science and developing computational thinking and creativity. E-safety is still a vital strand that is now mentioned at every Key Stage.

The focus on computer science means children will become computer programmers and will learn how computers and computer systems work whilst having the opportunity to design and build their own programs.

They will be expected to understand and apply fundamental principles and concepts of computer science rather than solely having the ability to use a computer which will enhance their problem-solving skills. With the understanding also comes a new set of

vocabulary associated with computational thinking; for example, 'algorithm', 'debugging', 'logical reasoning', 'decomposing' and 'variables'.

Teaching programme and strategies

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in computing.

The teaching of computing offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

In the EYFS the children regularly use programmable toys, phones, speak easies, a light box, an interactive screen, cameras, listening stations and occasionally iPads. In FS2 the children are taught how to log on to computers. They are taught to complete a simple program, and are expected to interact with age appropriate software. They also learn about e-safety. Towards the end of FS2 the children begin to record some work on computers.

At Key Stages One and Two the National Curriculum for Computing is the basis of the curriculum. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose. At other times pupils are encouraged to undertake their own projects within a specific area, developing their sense of adventure and creativity in computing.

Computing has considerable potential to contribute to much wider areas of learning. It is considered important that computing is integrated into different subject areas for the development of skills.

Curriculum Planning
This is organised in three stages:

Long term planning
This is based on the National Curriculum for Computing, which details what is to be taught over the Key Stages and provides the topic basis for planning computing activities. This is undertaken by the Computing Subject Leader. It is monitored regularly and evaluated annually.

Medium term planning
This takes the long term plan and organises the teaching of Computing into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short term panning
Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of computing to ensure parity in provision and to share expertise.

Safety
- Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching on machines without a member of staff present.
- To avoid continuous focus on the screen, teachers should ensure that there are adequate breaks.
- It is the responsibility of staff to ensure that computing equipment is stored securely and that they or their class leave the computers tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (for example eye/wrist strain and so on).
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are advised to take great care on the content accessed by children.

Please refer to the e-safety and Data Protection Policies.

Monitoring and assessment
The computing curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for Computing Subject Leaders run by the local authority and other providers.

More important to the school, however, are the formative assessments, which are continuous and ongoing, and identify the needs of the individual pupils. These form part of the computing activities and are used to determine the pupils' future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in computing is the responsibility of the SLT and the Computing Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional educational needs
All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation September 2017

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leader and relevant staff members.

Next review date: September 2019