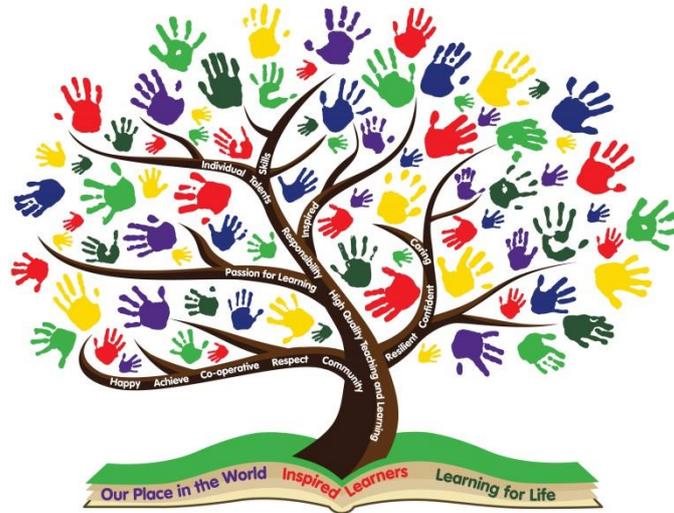


## THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



# Computing Policy

## Thakeham Primary School

Date approved by Standards, Teaching & Learning Committee:  
29.3.22

Review Date: March 2025

Signed

Acting Headteacher: 

Chair of Governors: 

## **Intent**

Our aim is to provide a high-quality computing education which inspires learners to use computational thinking and creativity to understand the potential of technology and start to build computing skills for the future. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. The children will have the opportunity to gain an understanding of computational systems of all kinds, plugged or unplugged. We want them to become digital creators, using technology to support other areas of their work and lives, and also to understand the responsibilities of being digital consumers on their time, relationships and wellbeing. We teach them to become good digital citizens, to know how to stay safe and keep others safe online, to be aware of the need to test out what and who they see and the importance of what they share in creating their own digital footprint.

By the time they leave Thakeham Primary, children will have gained key knowledge and skills in the three main areas of the computing 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.

## **British Values within Computing**

Children at Thakeham Primary School demonstrate the following values whilst learning about Computing by:

### **Democracy**

- Listening to everyone's ideas in order to form a majority.
- Working as part of a team and collaborating to use computing devices effectively

### **Rule of Law**

- Developing knowledge of lawful computing behaviours.
- Demonstrating respect for computing laws.

### **Individual Liberty**

- Taking responsibility for our own computing behaviours.
- Challenging stereotypes and bias.
- Exercising rights and personal freedoms safely through knowledge of E-safety

### **Respect and Tolerance**

- Showing respect for other cultures when undertaking research using computing devices.
- Providing opportunities for pupils of all backgrounds to achieve in computing.

## **Implementation**

### **Early Years Foundation Stage**

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world; such as role play. 'Computational Thinking' is a set of problem solving skills that we can use in everyday life. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language. Teachers facilitate children's curiosity with challenge and modelling how to use the equipment carefully and safely.

### **Key Stages 1 and 2**

In order to develop the Computing and ICT capability and understanding of each child we will provide through our planning:

- Computing through all three strands taught within the classroom.
- Continuity throughout the school to ensure that experience and skills are developed in a cohesive and consistent way.
- Access to chrome books and tablets within class or in designated communal areas.
- Experience of a variety of well-planned, structured and progressive activities.
- Experience cross-curricular links to widen children's knowledge of the capability of computing including safe use of the Internet and other digital equipment.
- Opportunities for children to recognize the value of computing and ICT in their everyday lives and their future working life as active participants in a digital world.

By doing this we will fulfil the requirements of the National Curriculum.

## **Differentiation**

We differentiate through ensuring:

- that we have taken into account pupils' previously acquired knowledge, skills and experiences.
- accessibility settings are used on computers, e.g. modifications are made to enlarge font or reduce visual distress.
- multi-sensory teaching approaches (visual, auditory, tactile, kinaesthetic) are used.

## **Cross Curricular Links**

At Thakeham Primary School, children have the opportunity to develop their computing skills in a variety of challenging and stimulating activities. Computing can support and enhance all areas of the National Curriculum. Key skills, such as speaking, listening, reading, writing, thinking and creativity skills, are also reinforced throughout computing lessons.

## **Equality**

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

## **Inclusion**

It is our policy to ensure that all children, regardless of race, class or gender, should have the opportunity to develop computing and ICT capability. We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours

### **Present Resource Provision**

Each class benefits from a teacher laptop and Clevertouch screen. A Clevertouch screen and laptop are also available in the Food Technology Room. The school hall also has a laptop, screen and audio visual resources. The temporary hall has available a laptop, projector and interactive whiteboard.

Classrooms have up to 3 student devices. The school has a class set of chrome books stored centrally in the library. The school has 12 tablets also situated in a separate trolley. Two further tablets are available for sole use by EYFS staff.

Each machine has internet access and all the relevant applications needed to teach computing in school.

In addition to the above there is a variety of other ICT equipment and software available for all machines.

To ensure that copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on school machines.

### **Online Safety**

We have an Online Safety and Acceptable Use policies for staff and pupils to allow the safe and efficient use of the Internet for both staff and pupils in an educational context.

Online safety is incorporated into our computing curriculum and is an integral part of each computing unit of work. Our PSHE JIGSAW programme also supports online safety as part of its module: Relationships which is taught in the summer term.

Our pupil Digital Leaders lead on Internet Safety Day each year and ensure that all children within our school know the key online safety message: STOP THINK TELL.

We work closely with our IT support JSPC and have a weekly IT visit.

### **Entitlement to the Computing curriculum**

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

Planning for Computing in the early years needs to be considered carefully if children are to begin to gain confidence in the use of a variety of technologies as soon as they start attending school. A range of appropriate hardware, software and activities needs to be offered.

Pupils apply for the post of Digital Leader and ably support the Computing Curriculum Leader in all areas of technical support.

### **Impact**

Our computing curriculum is planned to enable our children to use a wide range of digital devices confidently and safely. By the end of key stage 2, the children will have a growing

confidence to apply the computational thinking concepts and approaches and the computer science concepts and approaches and be prepared for the key stage 3 curriculum.

## **Monitoring**

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- Pupil Conferencing
- Staff discussion and feedback (in line with our Feedback and Assessment Policy)

## **Assessment and record keeping**

- Through discussion and feedback, children talk enthusiastically about their computing lessons and speak about how they love learning on the computer. Children across the school articulate well about the potential risks of being online, and can talk about ways to keep safe.
- Pupils know how and why technology is used in the outside world, and in the workplace. They know about different ways that computers can be used.
- Pupils use acquired vocabulary in computing, including coding, lessons. They have the skills to use technology independently, for example accessing age-appropriate software and games in EYFS and using a range of computer software independently in KS1 and KS2.
- Governor monitoring with our subject link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils' practical learning.
- Foundation Assessments at the end of a unit of work.

## **Role of the Curriculum Leader**

The Computing Leader is responsible for the following:

- producing an action plan to form part of the School Strategic Development Plan and managing their curriculum area budget as part of this
- Formulation of Long term Computing Plans and Progression of Skills to ensure progression and continuity across the year groups
- Undertaking an annual audit of resources to ensure that hardware and software are kept as up-to-date as possible and that obsolete or broken machines are scrapped or repaired.

- Training to support all staff as needed.
- Keeping up to date with changes and trends in technology
- Monitoring the Computing Curriculum in connection with the Headteacher

### **Staff training**

Needs will be met by:

- Auditing staff skills and confidence in the use of information technologies regularly;
- Arranging training for individuals or EYFS/Key Stage 1 and 2 as required;
- The Computing Leader should attend courses and support and train staff as far as possible.
- Annual online-safety training must be arranged and completed by all staff working with children
- All staff must be trained on professional conduct and safer working practices regarding technologies such as Twitter, Facebook, Blogging etc.

### **Health and 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 machines on without a member of staff present. Please see Health & Safety policy.

### **Food and drink should not be consumed near computing equipment.**

- It is the responsibility of staff to ensure that classroom computing equipment is stored securely, cleaned regularly and that their class or themselves leave the equipment clean and tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).
- 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 and ultimately responsible for information accessed by pupils.

### **Links**

- Online-Safety Policy
- Acceptable Use Policy (Staff & Pupil)
- Data Protection Policy
- School Technical Security Policy