



Computing Policy

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Approval by:	Governing Body (S Carter)

Intent

The Swallowfield Computing curriculum aims to ensure that all pupils:

- Develop their skills in using hardware and software to manipulate information in their process of problem solving, recording and expressive work;
- Develop a high-quality computing education which equips them to understand and change the world through logical thinking and creativity;
- Develop their understanding of how digital systems work and to become digitally literate individuals;
- Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.

Implementation

Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science covering an effective scheme of work that provides coverage in line with the National Curriculum. Children will have access to computers, tablets, and programmable software that they will use to develop knowledge and skills of digital systems and their applications.

The importance of online E-Safety is shown through displays within the learning environment. Other opportunities within the scheme of work allow children to spend further time exploring the key issues associated with online safety during safer internet day, termly E-Safety lessons and E-safety books that are sent home on a Rota basis, across all year groups.

Foundation

It is very important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. 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.

Key Stage 1

Pupils will be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies

Lower Key Stage 2

Pupils will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Impact

Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. Teachers assess through observation, discussion, pupil self-assessment and outcome. Teacher assessment concentrates on individual capability in order to inform future teaching and learning. Teachers make an annual assessment of progress for each child, as part of the child's annual report to parents, based on termly assessments throughout the year.

Responsibilities

The Head teacher & Governors will:

- Monitor the implementation of the Computing Policy.
- Ensure there is a long term plan that details coverage and progression.

All staff will:

- Ensure all adults and children handle and use equipment in an appropriate way.
- Follow health and safety guidelines and the 'Acceptable Use of ICT' policy.