



Ryelands Primary and Nursery School

Computing Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Curriculum Policy
- EYFS Policy
- **Online** Safety Policy
- Child Protection Policy
- Health and Safety Policy

Policy Created:	April 2018		
First Presented to Governors for approval:	25 th April 2018		
Proposed Review Cycle/Next Date:	3 Year	May 2024	
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:	April 2018	Date:	May 2021
Key Changes:	<ul style="list-style-type: none"> • Ethos statement updated in line with new school mission statement. 	Key Changes: Highlighted Yellow <ul style="list-style-type: none"> • Addition of 'Google Classroom' provision • Updates to hardware provision 	Key Changes:
Presented to Governors:	Approved at Curriculum Governors Committee 25 th April 2018	Presented to Governors:	Curriculum Governors Committee 9 th June 2021
Presented to Governors:		Presented to Governors:	

1. Ryelands School – Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

2. Aims

- To enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities.
- For children to learn to use computing knowledge and skills to find answers and solve problems.
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the computing curriculum.
- To use computing technologies as a tool to support teaching and learning across the curriculum.
- To provide children with opportunities to develop their computing capabilities in all areas specified by the computing curriculum.
- To ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

3. Subject Statement

Information and Communications Technology and Computer Science prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that Computer Studies are an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of computing so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools for teaching & learning.

4. Teaching and Learning including Planning and Organisation

In teaching computing a range of teaching and learning experiences should take place with all learning styles considered. Medium term planning will take account of differentiation and progression to meet the needs of all children and the school

The school is committed to developing resources and expertise in order to deliver the computing curriculum. Modules are planned in line with the national curriculum and allow for clear progression. Modules are designed to enable pupils to achieve stated objectives. Staff follow medium term plans with objectives set out from the national curriculum.

All children from Year 2- Year 6 access some parts of the wider curriculum via Google Classroom. At school, the children are trained in how to independently access this learning both in the classroom and from home. Teachers utilise various digital tools in order to enhance their pupils' learning experience.

Overall, pupils spend half of their independent time (during lunchtime) access online learning content. They are encouraged and taught to be responsible, safe, confident, curious and discerning navigators of online learning content.

	KS1	KS2
Computer Science	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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 ✓ Appreciate how [search] results are selected and ranked
Information Technology	<ul style="list-style-type: none"> ✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> ✓ Use search technologies effectively ✓ 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
Digital Literacy	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ Understand the opportunities [networks] offer for communication and collaboration ✓ Be discerning in evaluating digital content ✓ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

5. Curriculum Overview and Progression including visitors, trips and extra-curricular provision

Teachers will follow the Ryelands primary school curriculum progression grid based on the above objectives. This document specifies the learning objectives that teachers in each year group will teach with ideas for projects and resources. This will ensure that there is no repetition through the year groups in terms of the content being taught.

Pupils and teachers will refer to the Computing Learning Mats for a break down of the curriculum in pupil-centred language. The learning mats break down the progressive digital, programming and online safety skills for each year group.

The subject leader will periodically monitor the planning, teaching and output of computer teaching in order to evaluate the impact and effectiveness of provision in school. The subject lead will identify opportunities for pupils to go on trips or organise visits from specialists that will support the computing curriculum.

The subject lead will keep abreast of the latest developments in the fast changing digital world as a means of making sure teachers are aware of the latest developments.

6. Assessment, Recording and Reporting

The principles for assessment for learning will underpin the assessment of ICT. We will aim to use a variety of methods to assess pupils including practitioner observations, summative and formative assessment that fully informs future planning. Information is shared throughout the school through **Google Classroom Stream announcements**, display, celebration events, newsletters, reports, **the school Facebook page** and the school web-site. Children will also be encouraged to evaluate their own and others' work in a positive and supportive environment. The assessment arrangements for ICT will be in line with the school current assessment policy.

7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

All children are expected to engage in computing activities regardless of age or ability. However, their difficulty and the amount of time allocated to completing them will be modified according to the needs of different children, including those with recognised special educational needs. Children may be offered additional support, modified tasks or resources (enlarged for example), or extra times in school with adult support to complete set tasks.

8. Resources

The school acknowledges the need to continually maintain, update and develop its resources and to invest in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school.

Moved from 'planning': There are Interactive Whiteboards (IWBs) and Digital Visualisers **or iPads capable of screen casting** in every classroom, used throughout the day for whole class teaching in all subjects. In are also used within group activities by teachers or TAs or for collaborative activities by pupils. **IWBs** are also regularly used by pupils themselves to participate in the class or group lesson, or demonstrate what they have learned or to display work they have done.

The resources required to deliver the computing curriculum will be available to each class teacher. **Every class has shared access to a bank of Chromebooks, iPads or laptops. These can be used in a one device per child basis if it enhances learning. Each child is allocated a pair of personal headphones for learning purposes.**

In terms of software, the subject lead will keep abreast of the latest developments in educational software and look to ensure the school has the best available software to ensure effective delivery of the curriculum.

9. Professional development and training

The computing co-ordinator will assess and address staff training needs as part of the annual action plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.

Teachers will be encouraged to use ICT and computing to produce plans, reports, communications and teaching resources.

10. Health and Safety

The school is aware of and makes provision for the health and safety issues associated with children's use of ICT and computing in the following ways;

- All fixed electrical appliances in school are tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be pat tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.
- All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the site supervisor or subject lead who will arrange for repair or disposal.
- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment.
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment

Online Safety guidelines are set out in the Online Safety Policy and should be read alongside this policy.

11. Roles and Responsibilities

Teachers will:

- a. Provide regular computing sessions for pupils in line with the expectations outlined in this policy.
- b. Use computing as an opportunity to consolidate learning, develop creativity and prepare pupils for the next stage of their school career when appropriate, ie. Year 6.
- c. Differentiate their planning to meet the needs of different individuals and groups of children in school.
- d. Provide the necessary resources, information and instructions for any computing homework to be completed (ie. passwords for subscription website).
- e. Parents are encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home during **home learning** tasks They will be made aware of e-safety and encouraged to promote this at home.

12. Monitoring and Evaluation

Regular monitoring of all aspects of computing will inform the subject leader and school development plan/school evaluation form on a regular basis. The computing co-ordinator will aim to use a variety of monitoring strategies including: discussion with children, observation of learning environments, aspects of teaching, planning and work samples on a formal and informal basis with the aim of ensuring adequate curriculum progression and skills. Class teachers are expected to keep records of work undertaken in computing, in order to inform future planning and should be available on request