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:	25th April 2018				
Proposed Review Cycle/Next Date:	3 Year		May 2027		
Approved by (Headteacher) **Date:**			**Approved by (Governor)** **Date:**		
Policy Review History					
Date:	April 2018	**Date:**	May 2021	**Date:**	May 2024
Key Changes: • Ethos statement updated in line with new school mission statement.		**Key Changes:** • Addition of 'Google Classroom' provision • Updates to hardware provision		**Key Changes:** • Computing Progression Documents referenced • Assessment Updated	
Presented to Governors: Approved at Curriculum Governors Committee 25th April 2018		**Presented to Governors:** Curriculum Governors Committee 9th June 2021		**Presented to Governors:** Curriculum Governors Committee 27th June 2024	

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 the unique needs of individual children considered.

The school is committed to developing resources and expertise in order to deliver the computing curriculum.

Staff may utilise resources from various schemes in order to teach the Computing curriculum.
At school, the children are trained in how to independently access learning (via Google Classroom) both in the classroom and from home.

	KS1	KS2

Computer Science	✓ 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	✓ 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	✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content	✓ 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	✓ 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	✓ 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

Staff align learning units with the Ryelands Computing Progression documents (which correspond with the National Curriculum), ensuring that learning builds on previous years and isn't repeated or missed.

The subject leader will periodically monitor the planning, teaching and outcome 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

Formative assessment is utilised throughout the teaching and learning process, informing the next steps in learning and indicating if concepts needs to be revisited for an individual or whole classes.

Assessments are made in lessons through questioning, evaluation of work and feedback from students.

Children are encouraged to evaluate their own and others' work in a positive and supportive environment.

Summative assessment is child-led and occurs at the end of a learning unit. Children recall the knowledge and skills which they have learned and utilised throughout the unit.

These assessments serve as reference points for future teaching and learning.

The assessment arrangements for Computing are in line with the school's 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, differentiation will be utilised according to the needs of different children, including those with recognised special educational needs.
Children may be offered additional support (scaffolding), 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.

There are Interactive Whiteboards (IWBs) and iPads capable of screen casting in every classroom, used throughout the day for whole class teaching in all subjects.

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.

There are physical coding devices available for teaching and learning, including micro: Bits and Beebots.

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.

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
c. Differentiate their teaching 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).

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 lessons, planning and work samples on a formal and informal basis with the aim of ensuring adequate curriculum progression. Class teachers are expected to keep records of work undertaken in computing, in order to inform future planning and should be available on request