



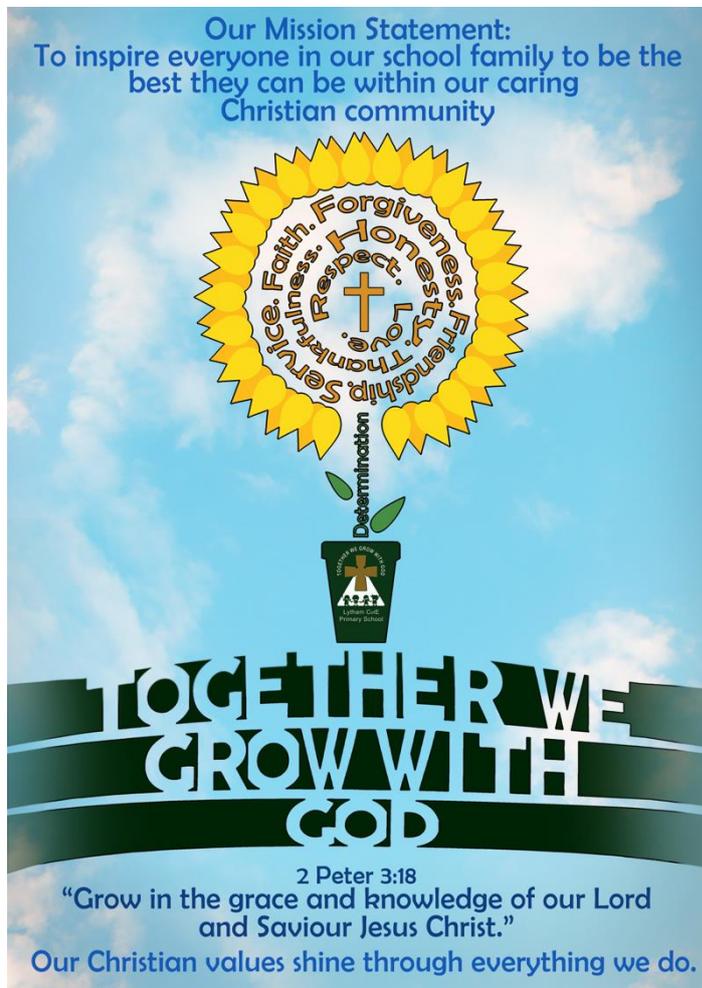
Lytham C.E Primary School
Computing Policy



Policy Leader:	Mrs. N. Bailey
Policy adapted:	September 2016
Review dates (and amended if required):	September 2017
Last adopted by the Governing Body:	Autumn 2016

Our Mission Statement underpins this policy which is

'To inspire everyone in our school family to be the best they can be within our caring Christian community'



Aims

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Lytham Church of England Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. We are committed to delivering the computing curriculum in a positive and creative way so that children become confident with its use and application across all areas of the school curriculum.

The school's aims are to:

- ✓ Provide a relevant, challenging and enjoyable curriculum of computing for all pupils.
- ✓ Meet the requirements of the national curriculum programmes of study for computing.
- ✓ Use computing as a tool to enhance learning throughout the curriculum.
- ✓ To respond to new developments in technology.
- ✓ To equip pupils with the confidence and capability to use computing throughout their life.
- ✓ To enhance learning in other areas of the curriculum using computing.
- ✓ To develop the understanding of how to and computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:

- ✓ can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;
- ✓ can analyse problems in computational terms, and have repeated practical experience of 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.

Rationale

We believe that if we deliver the computing curriculum in this way it will

1. Give pupils immediate access to a rich source of materials.
2. Present information in new ways which in turn will help pupils understand access and use the technology rapidly and more effectively.
3. Motivate and enthuse pupils.

4. Help pupils to focus and concentrate.
5. Offer potential for effective group working.
6. Be flexible enough to meet the individual needs and abilities of each pupil.

Early years and 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 in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by computing toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills.

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions;
- Write and test simple programs;
- Use logical reasoning to predict the behaviour of simple programs;
- Organise, store, manipulate and retrieve data in a range of digital formats;
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils should be taught to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs;
- Use logical reasoning to explain how a simple algorithm works 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;
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely;
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Assessment

- Progress is assessed using the key skills for computing and is assessed using the Key Learning Indicators (KLIPS);
- Assessment in lessons and through a pupil's e-portfolio fully informs future planning.

Monitoring

Regular monitoring of all aspects of computing will be carried out by the Computing Leader.

Equal Opportunities

All learners, irrespective of race, sex, religion, ethnic group, culture or ability, will be given equal opportunity to develop their computing capability.

Special Educational Needs

As with all children, full access will be given to the use of computing in the curriculum in accordance with statutory requirements and the schools Special Needs Policy.

Home, school and community links

Computing developments and achievements are shared with appropriate stakeholders through display, celebration events, newsletters, reports, the school website, Class Story on Class Dojo. Any computing related problems or issues are shared through teacher/parent dialogue either in person or on the Dojo Messenger service. Any safeguarding or welfare concerns linked to computing, digital content or sharing and internet use will be reported using CPOMS.

Resources

The school has a policy of regularly assessing the needs of the curriculum and deploying resources effectively to meet the requirements of Foundation Stage Curriculum and National Curriculum. This is decided with consideration of the School Improvement Plan, specific subject action plans and consultation between the Head Teacher, Senior Leadership Team and Computing Leader. Funding for software is allocated from the school's budget and major hardware will be updated, extended and improved as required.

The school has a wealth of software to support all areas of the curriculum, much of this is subscription based (e.g. Abacus, My Maths, etc) therefore content is regularly updated. Staff are actively encouraged to develop their knowledge of the use of the software. This is monitored by the Computing Leader.

The use of the Internet in school

Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

All members of the school will adhere to the school's **E-Safety and Acceptable Use Policies**.

Internet Safety - in line with PREVENT

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet - including social media, to share their messages. The filtering systems used in our school block inappropriate content, including extremist content.

Where staff, students or visitors find unblocked extremist content they must report it immediately to a member staff then to a member of the Senior Leadership Team.

Students and staff know how to report internet content that is inappropriate or of concern.

Health & Safety

Age appropriate class and safety rules are discussed with the children and displayed in the learning environment.

Equipment is maintained to meet the agreed safety standards.

Staff Development in Computing

There is an on-going programme of staff development (identified through Performance Management and the SIP) which matches staff training needs with the implementation of curriculum plans in order to ensure that all staff have the necessary skills and knowledge to deliver the plans and keep abreast of current developments in computing. This will be delivered through Computing Leader support, external advisory support or appropriate training courses.