Computing Policy

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.' *Computing Programme of Study, DfE, 2013*

Intent

Aims of Computing

At St Mark's CE School, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet. For this reason, we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.

We aim to ensure all pupils have access to a robust and challenging computing curriculum that takes account of the wide range of skills, experience, and prior learning our children bring with them by:

- Developing skills, knowledge, and capability through systematic, appropriately challenging activities.
- Developing the skills and knowledge necessary to achieve the Foundation Stage Early Learning Goals in Understanding of the World.
- Providing opportunities to use technology in a variety of curricular areas.
- Fostering positive attitudes towards technology and modelling effective use of digital resources and equipment.
- Promoting excellence and enjoyment through the innovative and effective use of technology to support teaching and learning.
- Ensuring all pupils and staff understand the importance of online safety at a level appropriate to their age or role, including the risk of online bullying, radicalisation and extremist behaviour.

Implementation

The Computing Curriculum

At St Mark's CE Primary School, we have implemented the National Centre of Computing Education's 'Teach Computing' scheme of work to deliver the comprehensive progression of computer skills and knowledge that match the expectations of the 2013 Computing Curriculum. Technology is often used as a tool to enhance learning and creativity throughout the whole curriculum and to support wider school priorities.

The teaching and learning of Computing is split into three strands; Computer Science, Digital Literacy, and Information Technology. It is therefore important that children recognise the relevance of each strand in their everyday lives, as well as for their future.

Computer Science

- Enables children to become confident coders on a range of devices.
- Pupils make use of Purple Mash software to develop their coding strategies.
- Creates opportunities for collaborative and independent learning.
- Develops children's understanding of technology and how it is constantly evolving.

Digital Literacy

Enables a safe computing environment through appropriate computing behaviours.

- Allow children to explore a range of digital devices.
- Promote pupils' spiritual, moral, social, and cultural development.

Information Technology

- Develop ICT as a cross-curricular tool for learning and progression.
- Promote learning through the development of thinking skills.
- Enables children to understand and appreciate their place in the modern world.

Computing in the Early Years Foundation Stage

Within the Early Years Foundation Stage (EYFS), there are many opportunities for children to use technology to solve problems and produce creative outcomes within both continuous provision and role play areas alongside adult-led learning challenges. For example, children are enabled to develop positional language within mathematics work. This enables the foundations of computational thinking to be established and provides the starting points for programming and computer science skills. A broad and balanced curriculum ensures that all children within EYFS are supported in accessing technology within the classroom and across all areas of learning outlined within the EYFS statutory framework.

Access to the Curriculum

A computer and interactive display screen are available in each classroom to ensure easy access and integration into all curriculum areas.

Computing provision at present includes:

- Laptop trolley with 16 laptops
- 3 iPad caddies with 12 iPads each

All children are given access to a range of other technology, e.g. digital cameras, sound recorders and BeeBots etc. In addition, children are provided with logins for a variety of online resources that they are able to access both in school and at home to further enhance

curriculum provision and foster links between home and school. School are mindful of the differences for our children in available technology at home. We seek to remove this barrier where possible and have previously provided hardware to families that enables access to home learning.

The use of technology in the world around us is reflected where appropriate in the Foundation Stage and Key Stage 1 role play areas.

The Computing subject leader is responsible for ensuring appropriate equipment and resources are available to fulfil the requirements of the national curriculum. Where support and/or specialist equipment is required to access the computing curriculum, it is provided where possible after consultation with the SEND Co-ordinator.

SEND and Equal Opportunities

At St Mark's CE Primary School, we believe all our children are entitled to benefit from equal access to Computing regardless of race, gender, intellectual and physical ability. All staff are actively aware of these issues and ensure that the materials the children use are free from bias as much as possible.

Computing has the potential to provide access to other curriculum areas for children with SEND and resources will be provided where appropriate. For example, children may choose to type extended pieces of written work or voice-record ideas in order to demonstrate their key learning and progression across curriculum areas where they may experience difficulty.

Health and Safety

All electrical equipment is checked annually by qualified PAT Testers.

The subject leader will ensure that members of staff are informed of the aspects of the health and safety policy that relate specifically to Computing. The Computing subject leader and the Head Teacher are responsible for health and safety policy and will ensure they are aware of new issues and developments relating to health and safety and Computing and update staff members as appropriate.

Teachers model appropriate uses of all equipment before children have access to it e.g. the correct way of using a mouse and keyboard.

Access to the Internet and email carries potential risk, because of the gravity of this risk we have separate safety, including Acceptable Use policies.

Staff Development

The Computing subject leader and Head teacher are responsible for ensuring that staff are provided with training and support to ensure their skills in the use of ICT equipment and knowledge of curriculum developments are kept up to date. Training needs are identified

through a range of methods, including; performance management, discussions with staff and the monitoring of the teaching and learning of Computing.

Resources

An audit of both software licences and hardware is maintained by the School Administration Officer. The hardware audit is maintained on the SIMS system. Staff are informed when new resources are purchased, and the necessary staff development is put into place to ensure they are used effectively. The Head teacher and Computing subject leader are responsible for ensuring all software and subscriptions are properly licensed and ensuring that a workable hardware replacement plan is in place, that equipment in need of repair is identified and the appropriate repairs or replacements carried out. Computing equipment is disposed of responsibly and a certificate of disposal is obtained where appropriate.

Impact

Assessment and End-of-Year Expectations

Each teacher continuously monitors children's progress and achievements towards end of year expectations. This monitoring may take the form of observation, questioning, notes including planning evaluations or a checklist of key skills.

Monitoring and Evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations, evidence of computing work and pupil questioning. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review and Evaluation of the Policy

The policy will be reviewed by the Computing subject leader on an annual basis in consultation with the Head teacher, staff, and the Computing Internet Safety Governor. Acceptable Use Policy and Online safety and procedure policy will be reviewed and adapted to keep pace with curriculum developments and developments within Computing technology.

To be reviewed September 2025