

Computing Policy



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Introduction

At Grand Avenue Primary School, we understand the importance of Information and communication technology (ICT) and the impact it has on the future lives of our students. Computing plays a vital role in the national curriculum, equipping students with essential life skills for both today and the future. Tools such as iPads, laptops, tablets, data loggers and Beebots are just some of the resources used to develop these skills. At Grand Avenue Primary and Nursery School, we emphasise the need for children to cultivate an understanding of online safety while using internet-based technologies so all students have the knowledge and skillset to navigate the online world safely and confidently. This policy outlines how we plan to implement Computing across Early Years Foundation Stage (EYFS) and both Key Stages.

The purpose of this document

The purpose of this policy is to define and frame the school policy with regards to the computing curriculum.

Aims

Staff will ensure that:

- Learning is well planned, ensuring progress in the short, medium and long term.
- Tasks enthuse, engage and motivate children to learn.
- Tasks are designed to ensure children develop their skills in computational thinking.
- There is provision for support, repetition and extension of learning for each child.
- The learning environment is ordered, the atmosphere is purposeful and children feel safe.
- Opportunities are provided for pupils to develop morally and explore the ethical issues surrounding the misuse of information.
- Social development is a focus, by considering how can computing can facilitate communication and sharing of information.

Throughout the school opportunities are provided for pupils to develop key skills in the 3 main areas of the computing curriculum:

Information technology, digital literacy and programming.

(See the Computing Programme of Study for further detail.)

These three areas will be covered by developing;

- ❖ **Communication**, through reading and selecting from a range of sources. Planning, writing and refining texts in different styles and for different purpose.

Communicating face to face, through blogs and by e-mail, and discussing and reflecting critically on own and on others' work

- ❖ **Application of number**, through working with quantitative data and mathematical models. Pupils will be using coding programs to solve mathematical problems
- ❖ **Computing skills**, by creating and debugging short programs using algorithms.
- ❖ **Collaboration skills**, through discussing and reflecting critically on own and others' work
- ❖ **Learning and performance**, through reviewing, modifying and evaluating work
- ❖ **Problem solving skills**, through modelling real situations and developing solutions to problems when working with computing
- ❖ **Understanding**, of the use of technology in other areas of the curriculum and everyday life

Organisation

Computing will be taught through the school's Computing Programme of Study which ensures full coverage of the National Curriculum. It sets out the concepts, skills, knowledge and vocabulary to be taught in each year group.

The children will experience computing through the use of:

- ❖ Computers, laptops and iPads
- ❖ IT equipment such as, microphones, data logging equipment, videos, TV, floor turtles and remote controlled toys
- ❖ Sources such as people and books

An electronic booking system is available to staff to ensure resources are available when needed.

Responsibilities

The Computing Coordinator will

- ❖ Provide INSET to provide further development
- ❖ Create, work towards and evaluate an annual action plan
- ❖ Attend relevant courses and disseminate information and new initiatives to staff
- ❖ Monitor the delivery of the Programme of Study ,through learning walks, book looks and planning scrutiny
- ❖ Support staff in the delivery of the Programme of Study
- ❖ Analyse assessments undertaken and feedback to year groups and SLT
- ❖ Undertake pupil and staff voice, analyse results and agree next steps
- ❖ Manage, update and order appropriate resources
- ❖ Liaise with the coordinator for e-safety
- ❖ Be aware of new developments in the National Curriculum, LA policies and guidelines and update school documentation
- ❖ Inform governors regarding the teaching, learning and next steps for the computing curriculum

The Classroom teacher will

- ❖ Plan and deliver learning as set out in the Computing Programme of Study
- ❖ Teach knowledge, skills and understanding in ways that support each child's ability
- ❖ Record pupil progress for each unit taught, on the agreed system
- ❖ Alert the Computing co-ordinator to any need for support
- ❖ Use IT to support learning in other subjects

The Governors will

- ❖ Become familiar with the policy
- ❖ Evaluate the success of the policy through visits to school
- ❖ Support the implementation of this policy
- ❖ Ensure funding to support this policy is considered during the budget setting process
- ❖ Have a clear view of the strengths and areas for development

Planning

The long term planning for the school adheres to the National Curriculum. Each year group creates a termly curriculum map outlining when the Computing Programme of Study will be taught. Staff create medium term plans in line with school policy and weekly plans are then devised. Weekly planning is annotated to show assessment for learning and next steps in learning. Planning is kept in a year group folder on the school system.

Assessment

At the end of each unit, assessment will take place to assess each child's mastery against the Key Performance Indicators. These will be recorded on the school proforma and analysed by the class teacher and Computing Coordinator.

Resources

There is a well-equipped ICT suite with 16 computers and printer.
All classrooms have an interactive whiteboard, PC, visualiser and iPad.
iPad and laptop trolleys are available for classroom use.
A variety of robotic toys are available.

Equal Opportunities

All pupils are given appropriate work to ensure differentiation and progression. More able pupils are challenged through extension and enrichment activities. Children with SEN are supported through a variety of strategies.

Online Safety

Please see separate Online Safety Policy.