

PINNER WOOD SCHOOL



COMPUTING POLICY

Approval Authority:

Effective From: September 2024

Date Ratified by GB:

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Signed by Chair of GB:

Pinner Wood School Computing Policy



Introduction:

The Computing national curriculum reflects the 3 aspects of the subject – computer science, information technology and digital literacy. This includes the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. It also emphasises the importance of using information technology to create programs, systems and a range of content. Most importantly it ensures that pupils are able to use, express themselves and develop their ideas through information technology. The Computing curriculum should offer students a broad and balanced range of experiences.

Purpose

This policy reflects the school values and philosophy in relation to Computing curriculum. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Switched on Computing scheme of work which sets out in detail what pupils in different year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas.

Aims

In teaching Computing at Pinner Wood School we aim:

- To stimulate, develop and maintain pupils' interest in and enjoyment of Computing;
- To foster the development of pupils' Computing capabilities;
- To enable pupils to have equal access to information technology;
- To encourage all staff to develop an awareness of the ways in which Computing might contribute to the achievement of both their subject-teaching and their wider educational aims;
- To encourage all staff to develop their own computing confidence and competence.
- To understand the capabilities and limitations of computing and the implications and consequences of its use.

In Key Stage 1 students will:

- Learn about algorithms; 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.

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- 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.

In Key Stage 2 students will:

- 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.
- Learn about 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.
- Learn how to 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.
- 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.

Curriculum Planning:

The computing knowledge, skills and understanding promoted through our curriculum are aligned with the primary Computing Programme of Study. At Pinner Wood we teach the Information Technology strand of the curriculum through a cross curricular approach, following 'I can statements' as seen on mrpict.com. Our programming and digital literacy is taught discreetly and used code.org to help support this. Each unit of work is clearly outlined in the year groups Medium Term Plans and detailed support is offered to teachers to help them deliver the curriculum confidently. The scheme clearly outlines E-safety guidance and promotes the safe and responsible use of technology. Staff have the flexibility to modify the units to allow for cross curricular links as long as the objectives for that unit are covered.

Strategies for ensuring progress and continuity

- Suggestions for Computing and specific skills are integrated within subject areas by the co-ordinator and in collaboration with colleagues.
- Staff meetings to be used to discuss the use being made of Computing across the curriculum and to ensure consistency of approach and of standards.

- Planning and assessment to be monitored by the Computing co-ordinator.
- Staff to be trained in new technology.
- Software use throughout the school has been carefully mapped out to ensure the pupils' experience of Computing is continuous and progressive.

The role of the Computing Co-ordinator:

- To take the lead in policy development and the integration of Computing into schemes of work designed to ensure progression and continuity in pupils' experience of Computing throughout the school.
- To support colleagues in their efforts to include computing in their development of detailed work plans, in their implementation of those schemes of work and in assessment and record keeping activities.
- To monitor progress in Computing and provide advice to teachers on actions needed.
- To take responsibility for the organisation of central resources of Computing.
- To provide technical support to colleagues in the use of Computing in the classroom through an outside agency.
- To take appropriate steps to keep up-to-date with developments in this rapidly changing field and pass on information to colleagues as appropriate.
- To manage the network with technical support. (Please see E-Safety policy in Safeguarding file)

Assessment

- Assessment is an essential part of the learning process and should be an integral part of classroom activity for both the teacher and the pupil. Teachers should maintain records of pupils' progress against the Target Tracker statements.
- An assessment of each child's progress in Computing is recorded termly, from the start of Year 1. Pupils will also complete self assessment sheets at the end of each unit.
- Children may progress at widely different rates in developing their Computing capability. It is important, therefore, that both teachers and children keep accurate records of the work they have done and the progress they have made.

ICT Resources

At Pinner Wood we have access to the following resources to support teaching and learning in ICT:

- Teachers have iPads to be used as an integral part of teaching and assessing students. There is a separate iPad agreement that all class teachers sign.
- All class teachers have Airserver available to use in their classroom.
- There are class sets of iPad available for pupil use as well as designated iPads for the Foundation Stage.
- A multimedia suites with green screen technology. A sound studio is also available for the children.
- Interactive whiteboards are available in all classrooms and in some shared areas.

- Wireless internet access throughout the school.

Internet and Email

- The school has access to the internet through the London Grid for Learning (LGfL). Broadband access to LGfL is provided by L.B. Harrow.
- The school has a separate policy for the use of the Internet and e-mail.
- Pupils should sign at Acceptable Use Agreement at the beginning of each academic year.

Equal Opportunities

- Access to the school's Computing facilities is available to all members of the school community in accordance with the school's Equal Opportunities Policy.

Health and Safety

We will operate all ICT equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computer Room Rules are also on display within the ICT room for reference. Pupils are supervised by an adult in the ICT suite at all times.

Additional resources

- Responsible Use of the Internet, Permission Form and Rules - On the admission form
- Using images of children - On the admission form
- Acceptable Use of ICT Policy
- Internet Access Policy
- IPad Agreement (staff)
- E-Safety Policy