



Corporation Road Community Primary School

Computing Curriculum Policy

Approved by the Governing Body

Chair of Governors: Mrs Val Johnston

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Computing Curriculum Policy

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1. Introduction and Purpose

- 1.1 This Computing Curriculum Policy is to run alongside whole school guidance on the curriculum and how it is organised, managed, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues such as teaching and learning strategies, differentiation, behaviour and discipline, special educational needs, gifted and talented and equal opportunities. This policy is referenced in the Online Safety Policy.
- 1.2 The implementation of the policy is the responsibility of all teaching staff.

2. Aims and Objectives

- 2.1 Computing and the skills associated with it are apparent and important in everyday life and in adult working life. At Corporation Road Community Primary School we aim to use our teaching to equip children with the skills they need to live and grow in a society where Computing has so much impact on our education, work and leisure activities. Computing skills have become a major factor in enabling children to be confident, creative and independent learners.
- 2.2 Corporation Road Community Primary School aims to ensure that children:
 - i. Have access to a wide range of Computing resources (both software and hardware) to help them develop a broad collection of Computing skills and become computer literate. This includes both the use of computers and iPads.
 - ii. Have the ability to choose and use an appropriate piece of computer software or app/hardware for a given task.
 - iii. Have the confidence to apply their skills in a holistic way.
 - iv. Use Computing to develop effective and appropriate communication in a variety of different ways.
 - v. Are safe when they are using the internet to communicate or find, select and use information. The children should begin to understand how to keep themselves and others safe also. Educating pupils around e-safety include termly assemblies and a school-wide e-safety afternoon.

3. Teaching and Learning Strategies

- 3.1 Children should develop their computing skills in a practical way through hands on activities allowing the children to become independent learners in the use of differing technologies. We aim to prepare children for the 'real world' by making computing integral to the learning environment with children using up-to-date hardware and software regularly and with confidence. Children will need direct teaching of both software and hardware skills but these should be carried out in a way that is interesting and creative manner that will engage the children. These discrete skills can be taught in a cross-curricular way e.g. children who are learning science might use the computer and data collection hardware/software

as part of an experiment, children may learn the skills for a spreadsheet software direct package in numeracy by creating graphs and in topic lessons children may learn the skills of search engines to find out about a historical person of interest. Children should be provided with the opportunities to become confident and knowledgeable in the use of computers and iPads.

- 3.2 The school recognises that the children have differing levels of skills across and between year groups. This can be especially true if children have access to a computer and other hardware such as tablets and smartphones at home and others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:
- i. Setting common tasks which are open-ended and can have a variety of responses.
 - ii. Setting tasks of increasing difficulty by which children will achieve at the level they are at and be extended in their learning;
 - iii. Providing resources of different complexity that are matched to the ability of the child.
 - iv. Using classroom assistants to support the work of individual children or groups of children.

4. KS1 and KS2 Computing curriculum planning

- 4.1 Each class has access to the Computing suite. Also, every child will have regular access to a school provided iPad. This is to support and develop the everyday curriculum, build up fluency and awareness of how Computing increasingly is being integrated and is impacting on daily and working life.
- 4.2 Curriculum planning in Computing is carried out in three phases; long-term, medium-term and short-term. The National Curriculum programme of study is used to inform Computing planning alongside 'in house' progression of skills in the core Computing areas from Foundation Stage through to Year 6. All planning is completed on the given school planning template. Medium and short-term planning is completed in year groups by both teachers. This can be found on the staff server in the 'Computing' folder.
- 4.3 The long-term plan maps the Computing topics that the children study in each term during each key stage. These are for the direct teaching lessons. The topics are planned out across the school to ensure that children progress well in all skill areas during their time at Corporation Road Community Primary School. The Computing topics are designed to be flexible and to be taught in any order across the year. Topics are half-termly or termly in length. All KS1 and KS2 classes are to teach programming for one term each year as this is the main focus of the National Curriculum outcomes.
- 4.4 The medium-term plans identify the key learning objectives for each unit of work

based on the progression of skills documents. It briefly outlines the main National Curriculum objectives and an overview of activities for each week. Each class teacher is responsible for including the cross-curricular link(s) with the class topic, where appropriate.

- 4.5 Computing short-term planning is to be completed on the format provided for all foundation subjects across school. Objectives are stated and a detailed overview of activities are given on this planning sheet and include 'I can...' statements from the progressions of skills document. This helps to ensure progress.

5. Foundation Stage curriculum provision and planning

- 5.1 Computing is integrated into the daily running of the Foundation Stage. Across the unit, the children have access to a wide range of computing equipment including a Bee-bots, desktop computer and iPads. Children are allowed to explore the equipment and staff in this key stage are on hand to scaffolding this learning. With the support of the guided access tool on the iPads, children are able to access only apps and activities that are set by staff to help enhance their learning.

- 5.2 Reception classes are also taught Computing skills linked to: basic skills, programming, graphics and digital media and publishing, as outlined in the long-term plan.

- 5.3 Reception class teachers complete medium and short term Computing planning as part of the EYFS strand 'Understanding the World – Technology'.

- 5.4 Information collected across the Foundation Stage about children using computing equipment is stored in the Early Years Foundation Stage Profiles.

6. Assessing children's progress

- 6.1 Children create organised portfolio of work on the computer server. It is assumed that not all work needs printing out but work needs saving in stages on the server.

- 6.2 Teachers can observe the children working and review the work in order to gain and overview of how each child is progressing against the year group expectations and skills documents.

7. Monitoring and Review

- 7.1 The role of the coordinator is to monitor and review the planning, teaching, assessment and development of Computing skills across the school alongside the leadership team. This includes overseeing the delivery of the online safety element of the Computing Curriculum.

7.2 The role of the coordinator is also to:

- Produce and maintain the Computing policy
- Liaise with the Network Manager and Head Teacher around the purchase and organisation of curriculum computing equipment
- Attend relevant courses and give feedback to relevant staff
- Give help and support to staff in terms of resources and approaches to planning and assessment
- Work with the Computing technician to implement computing hardware and software in the school and ensure its efficient upkeep.

8. iPads

8.1 Teaching Staff

iPads have been issued to some teaching staff for use in the classrooms and for purposes such as planning. **Teachers are responsible for the content accessed on the iPads.** Further details of this are outlined in the Online Safety Policy. Computing coordinators and the technician will assist with this if a teacher asks.

8.2 Pupils

Pupils in KS1 and KS2 all have access to an iPad for use in lessons and classroom activities. Apps used by children should be relevant, purposeful and planned for. Across Foundation Stage there are iPads for children to access. Children will be taught to use their iPads responsibly and in accordance with 9.3 regarding internet and social media safety.

Devices are controlled by Apple Configurator and IT Systems. This means children should not access settings or the apps store unless directed by a member of staff. Children are not be given the password to the school iTunes account under any circumstances. The technician is responsible for updating the app software and operating systems.

The iPads are kept and charged in specifically designed locked cabinets in assigned locations. **It is a class teacher's responsibility to ensure the cabinet is locked.** Children can only access them with permission from an adult. Children should be not be allowed food or drinks in the vicinity of the iPads.

All children are to agree the Corporation Road Community Primary School Computing Code of Conduct (Pupil AUP) that includes specific information around iPad use.

9. Health and Safety, Faulty Equipment and General Information

9.1 Computer hardware and software

Computer hardware or software faults that do not pose an immediate threat or danger to staff or pupils are to be logged on the IT Systems Helpdesk for the technician to attend to when he is available in school.

<http://www.itsystems.uk.net/SchoolSupport/Account/Login?ReturnUrl=%2fSchoolSupport%2fNewRequest>

Any threatening or dangerous computer faults are to be reported to the Head Teacher or Computing coordinators immediately. If necessary, pupils should be removed from the vicinity of the faulty equipment. Any injuries that have incurred from computer hardware faults needed to be recorded appropriately.

9.2 Portable hardware

Most of the portable computing hardware is kept in the computer suite in clearly labelled boxes. The keys for the cupboards are colour coordinated with the cupboards and kept in the key press in the school office. Equipment is to be signed out using the sheet on the cupboard doors. All equipment is to be returned to the correct cupboard after use and signed back in. If you have used computing hardware that requires batteries, the batteries must be recharged before the equipment is returned.

Portable hardware that is broken e.g. BeeBots, microphones, iPads and TuffCams must be reported to the Computing coordinators so that repairs/replacements can be made. A note should be left on the relevant box in the cupboard and a Computing co-ordinator notified.

9.3 Issues surrounding the internet

The internet is fitted with a filter that aims to keep the children and staff safe from harmful and/or inappropriate text and images etc. If any staff/children come across anything they deem as harmful and/or inappropriate when on the internet it needs to be reported in the first instance to the Computing technician. It would be useful if staff could detail what was searched or the web address of this material. Staff need to be mindful that when they are logged into their school email in school, this filter is less secure; this is to allow access to YouTube videos for educational purposes.

Staff should be vigilant against children sending emails and instant messages to and from school email addresses and iPads that may be of a malicious or unkind nature. Any instances of this, or what is frequently termed as 'cyber-bullying', should be reported to the head teacher and hard

copies of these emails taken where possible. School reserves the right to use forensic software to monitor use/abuse of the internet and general computer use. Children will be taught how to use the internet and social media safely within topics in school and how to keep themselves safe. Staff and children cannot access social media sites such as Facebook, SnapChat and Twitter on the school computers.

All children will be educated on e-safety and this will include termly assemblies and a school-wide e-safety afternoon.

Further, more detailed information can be found in the Online Safety Policy.