



## **Primary Computing Curriculum Policy**

### **Aims and Objectives**

Through teaching computing we equip children to participate in a rapidly-changing world increasingly transformed by technology. We aim to help students develop the skills necessary to be able to find and access information effectively. Pupils will also have opportunities to become confident, creative and independent in all areas of computing.

At Eastbury School, our aim is to ensure that all children are taught the complete programme of study for computing and are also given various opportunities to apply their ICT knowledge, skills and understanding in their learning of other National Curriculum subjects. Staff use ICT in their teaching, in order to raise standards throughout the curriculum. We also aim to use ICT to assist in the effective management of the school.

### **Rationale**

We believe that all children are entitled to reach the expected standard in computing skills. We encourage children to become autonomous, independent users of technology in order to gain confidence and enjoyment from their computing activities. Children need to be prepared for life in a world that has become dependent on computing.

### **Guidelines**

The Computing Coordinator is responsible for the day-to-day implementation of the policy and computing development plan. They are also responsible for the implementation and development of the Schemes of Work in line with current requirements.

All subject coordinators are responsible for integrating effective use of technology into the scheme of work for their subject. The Senior Management Team, Governing Body and Computing Coordinator are responsible for monitoring the effectiveness of the policy. The CPD (INSET) coordinator is responsible for ensuring that all staff have access to a wide range of ICT and computing training.

Eastbury has an acceptable use policy for the Internet that all children and parents are requested to sign.

### **Planning**

*We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The Computing subject leader works this out in conjunction with teaching colleagues in each year group, and the children often study ICT as part of their work in other subject areas. Our long-term*

*computing overview plans show how teaching is distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.*

*Our medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The subject leader is responsible for keeping and reviewing these plans. As we have some mixed-age classes, we do our medium-term planning on a two-year rotation cycle. In this way we ensure that we cover the National Curriculum without repeating topics.*

*The class teacher is responsible for writing the short-term plans. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the computing subject leader often discusses them on an informal basis.*

*The topics studied in computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the schools.*

### **Foundation Stage**

We teach computing in Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and a digital camera. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Whilst the Computing curriculum is specific, ICT in its widest sense enriches the entire National Curriculum.

### **The contribution of ICT skills to teaching in other curriculum areas**

The use of ICT contributes to teaching and learning in across the curriculum. Using technology can enhance the presentation and interactivity of lessons. In addition, specific schemes of work can make use of ICT skills to enhance pupil progress. For example graphics work links in closely with the art curriculum, work using databases supports mathematics, while CD ROMs and the Internet prove very useful for research in humanities subjects. ICT also enables children to present their information and conclusions in a wide variety of formats such as printed and online materials, video, audio or animation. Online learning platforms, such as Espresso, Education City & Book Bug Club help enrich learning and motivate pupils.

### **English**

ICT can play a major role in enhancing the English curriculum. Word-processing and keyboard skills enable children to present their ideas as well as being able to edit and revise their work. ICT can also aide in the collaborative aspects of English and give purpose / context to communication (e.g. through email, shared online discussions or video conferencing). The Internet is an essential research tool and the ability to search effectively for appropriate information is a key aspect of English and Computing. The use of recording devices to record video and or audio can enhance the teaching sequence including the development and sharing of ideas or presentation of finished work (e.g. recording drama clips for sharing and revisiting, recording interviews & news

reports, making presentations for younger children, filming 'how to' TV shows as part of a unit of work on instructions etc.)

### **Mathematics**

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places. Patterns and functions used in control and programming links with the maths curriculum. Shape can be linked with aspects of programming such as Logo.

### **Personal, social and health education (PSHE) and citizenship**

ICT makes a contribution to the teaching of PSHE and citizenship in a variety of ways. For example, as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

### **Teaching ICT and Computing to children with special educational needs**

At our schools we teach ICT and computing to all children, whatever their ability. ICT and computing forms part of our school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Regular assessment allows us to consider each child's attainment and progress against expected levels.

When attainment / progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

We seek to provide all pupils access to the full range of activities involved in learning ICT. Where children are to participate in activities outside the classroom, for example, a visit to an ICT exhibition, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Resources**

The ICT development plan sets out the necessary steps, tasks, success criteria and timescales for full implementation of the computing / ICT policy.

All the classes have access to Ipads, and PCs. All school computers are connected to a network extending to all classrooms and offices. This has:

- Filtered internet feed
- Learning Gateway
- Web hosting
- On-line fault reporting
- Virus protection

The interactive teaching technology package comprises of a large state of the art interactive screen, computer/laptop, visualiser, wireless graphics tablet, video/DVD player and amplifier are located in all teaching spaces. This facilitates interactive whole class teaching.

Various additional items are available, in sets, for use by classes including: digital cameras, BeeBots, talking postcards, etc.

### **Assessment and Recording**

The computing scheme of work sets out appropriate formative and summative assessment arrangements.

Teachers assess children's work in by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher, comments as necessary and records progress. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment, and records these attainment grades for recording on reports. We use this information as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

### **Monitoring and review**

The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the ICT subject leader. The subject leader is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computer subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Computing subject leader will have specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of computing .

The Computing overviews set out appropriate formative and summative assessment arrangements. Children progress at widely different rates in developing their computing capability. It is important, therefore, that teachers keep accurate records of the work the children have done and the progress they have made. We use a variety of different ways to assess the children; teacher records and Individual Portfolios of the children's work in EYFS, which stay with the child from Nursery right through to Year 2 and Year 6.

**Reviewed Sept. 2017**  
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