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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Computing Policy

Together we believe, learn and achieve

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Computing Policy

Curriculum Intent Statement:

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.

In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.

Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.

Rationale:

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Technology is constantly changing and as a school we need to educate children to be ready for the digital world.

Statement for Equal Opportunities:

At Marlborough St Mary's we aim to nurture and develop a life-long enjoyment of computing with all the children in our care, irrespective of their background and attainment.

Overall Aims:

- The national curriculum for computing aims to ensure that all pupils:
 - can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
 - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
 - Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
 - Are responsible, competent, confident and creative users of information and communication technology.

- The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Use computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use computing throughout their later life.
- To develop the understanding of how to use computing safely and responsibly.

How this looks in practice:

Early years

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts. Early years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through use of computing resources.

By the end of key stage 1 pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- write and test simple programs
- use logical reasoning to predict the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- 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

By the end of key stage 2 pupils should be taught to:

- design and write 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; generate appropriate inputs and predicted outputs to test programs
- use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely

- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Long term planning

At the beginning of each academic year teachers complete a yearly overview which lists the areas that will be taught in every subject.

Medium term planning

Medium term planning can be produced in any style that suits the teacher; it must however clearly indicate the computing learning objectives that will be taught and the resources that will be used.

Short term planning

In Key Stage Two teachers include computing on their weekly foundation planning grid.

Assessment

Teacher Assessment

- Teachers assess the children's work in computing whilst observing them working during lessons. They make informal comments on their weekly planning grids.
- At the end of each academic year teachers record the quality of children's work in line with the National Curriculum expectations. Assessment grids will indicate whether children are emerging, expected or exceeding in the 6 units of work.
- In Key Stage 2 children's work will be stored in a computing folder which can be used as a judgement on which assessments can be made.

Self and Peer Assessment

It is important for children to develop self-analysis and are given opportunities for evaluating their work and then making any necessary changes. Children should also be given opportunities to evaluate each other's work.

Safety and Security

- The computing technician will be responsible for regularly updating anti-virus software and other security programmes.
- Use of computing will be in line with the school's 'acceptable use policies'.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.