



## Mottram C.E. Primary School

### **Computing Policy**

**Communicators** – pupils will communicate their ideas, both verbally and electronically.

**Explorers** – pupils will explore how technology works and they will research using the internet to explore the wider world.

**Readers** – pupils will have the opportunity to read, follow and input a set of algorithms, which will help them to complete programming tasks.

**Believers** – pupils will use software to become successful programmers, who think logically and work systematically.

#### **Intent**

At Mottram C of E Primary School, we aim to equip our pupils with the computational knowledge and skills to be successful in our fast changing, technological world. We want to provide our pupils with enjoyable, engaging and practical experiences of programming, algorithms and data representations, that will develop their computational thinking, independence skills and encourage creativity.

We intend to provide a progressive Computing curriculum that follows a sequence and builds on prior learning. Pupils will be able to transfer their skills to enhance their learning across other areas of the curriculum.

With technology playing such a significant role in society today, we want our children to be responsible online citizens and use their knowledge of online safety to be a force of change in the digital world, believing that they can transform online content for the good.

#### **Aims**

**At Mottram CE Primary School, we aim to:**

- Present computing as a creative and fascinating process in which all pupils are encouraged to use their own initiative, imagination, reasoning and investigative skills.
- Encourage pupils to appreciate the relevance of information technology and digital literacy in our society so that they see it as an essential tool for learning, communication, finding information and understanding their environment.
- Provide equal opportunities to develop their computing capability, with the use of information technology being planned for in line with the National Curriculum subject and the school's progression document.
- Provide opportunities for the pupils to work independently and collaboratively.
- Equip pupils with the skills necessary to use technology to become independent learners.



- Develop a love for computing and a heightened interest in and awareness of information technology through the regular display of their computing work, in classrooms and around the school, and the positive attitude of staff towards the use of computing.
- Provide pupils with a range of opportunities to develop their computer science understanding, knowledge and skills.

### **Early Years Foundation Stage (Reception)**

Computing is not explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to five. However, we provide many opportunities for young pupils to use technology to research, solve problems and produce creative outcomes, using different digital resources.

### **Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3-6)**

The school uses the National Curriculum, the KAPOW Primary Curriculum and the school's tailored progression document to plan computing. The areas studied in computing are planned to build upon prior learning; engage and excite pupils and facilitate independent and group learning, whilst providing support and challenge for all.

### **Teaching and Learning Style**

The teaching styles that we adopt are as active and practical as possible. We give pupils direct instruction on how to use hardware or software in 'skills' lessons, and we often use computing capabilities to support teaching across the curriculum. We encourage the children to explore ways in which the use of information technology can improve their work.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to technology equipment at home, while others do not. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and experience of the individual.

### **We achieve this in a variety of ways by:**

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty to challenge pupils and encourage mastery.
- providing resources of different complexity that are matched to the ability of the pupil.
- teachers and/or teaching assistants may support the work of individual pupils or groups of pupils.

### **Computing and its use in other Curriculum Areas**

At Mottram CE Primary School, computing is used to support and enhance learning in all areas of the curriculum. We adopt a wide range of styles to ensure all pupils are sufficiently engaged, supported and challenged during these cross-curricular sessions. Computing is a major contributor to the teaching and learning of Mathematics, Science and English.



## **Resource Provision**

The school is equipped with laptops, chromebooks, iPads, a colour laser printer and a colour desk jet printer.

In addition to this, there is a variety of other computing equipment in school including: Roamers, CD players, DVD players, headphones, visualisers, interactive whiteboards, digital cameras, digital stopwatches and Virtuali-T-shirts.

To ensure copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on school machines.

## **Online/Internet Safety**

An Online/Acceptable use policy has been developed in order to allow the safe and efficient use of the internet and computing equipment for both staff and pupils within an educational context. Pupils are taught about internet safety through individual sessions (See the Online Safety Policy) and are also reminded where relevant. The whole school engage in Online Safety Day yearly.

## **Assessment and Record Keeping**

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the pupils and ensure progression in learning.

Computing capability should be monitored regularly in relation to the National Curriculum requirements. Teachers should assess each requirement with reference to each pupil's knowledge, understanding and skills. Other opportunities for assessment will arise from cross-curricular work.

Samples of work should be kept. These may be saved and stored in books, online or on the school hard drive.

## **Equal Opportunities**

Equal opportunities are a fundamental principle in this school and the computing policy is in line with the school's statement of equal opportunities for all our pupils as their right of entitlement. Differentiation is planned for in each area of the computing curriculum so that pupils can reach their full potential.

## **Review and Evaluation Procedures**

The everyday use of technology is developing rapidly, with new technology being produced and developed all of the time. This policy therefore will be reviewed and revised on a yearly basis. The computing coordinator will liaise regularly with staff and governors during formal meetings and informally, to monitor the effectiveness of the policy and the scheme of work.



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