Love   Compassion   Respect   Believe

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.

Computing Implementation

We have designed the curriculum to build on previous learning and provide both support and challenge for all. We follow the Kapow Primary Computing Curriculum and provide creative Computing learning experiences linked to our progression documents.

Our progression document shows that knowledge and skills are taught within each year group and it is evident how these skills develop year on year. The progression document is organised into three key areas: Computer Science, Information Technology and Digital Literacy. The progression document shows that there is a wealth of opportunities for pupils to develop their knowledge and skills in the core area of Computing – Computer Science.

Information technology lessons equip pupils to use the internet, emails and different software. Lessons enable pupils to read and input data, and pupils are able to recognise the wider uses of technology.

Digital literacy lessons follow the eight aspects of Education for a Connected World to ensure all of our pupils are digitally literate.

Computing is taught every week discretely for at least 45 minutes in Years 1 to 6. In the Early Years Foundation Stage, teaching and learning is enhanced through the use of technology regularly. Additional, cross-curricular Computing sessions, linked to the class topic, are taught if they are beneficial in developing skills and knowledge. Some programming sessions are delivered by a computing specialist.

Each Computing lesson incorporates a range of teaching strategies from independent tasks, paired work, group work, as well as a mixture of unplugged and digital activities. We challenge all pupils within the session; however, differentiated scaffolding and support is provided where appropriate. Pupil's work is stored in books and safely in the school's online drive for reference and to monitor progress.

Computing Impact

Our pupils are enthusiastic, confident and enjoy Computing. They recognise the importance of technology in today's society and appreciate the range of opportunities it can provide inside and outside of school. Pupils are able to use technology responsibly, with care for themselves and others.

Progress in Computing is monitored within individual lessons and across a unit of lessons. Pupils are assessed against the progression document and the learning

objectives in the Kapow Primary Computing Curriculum. Assessments are gathered through questioning and the outcomes of individual tasks, paired and group work and fun, engaging quizzes. Teachers carry out regular observations of how pupils perform in lessons to ensure they have gained skills and knowledge over time. Pupil voice is gathered as a means to assess the level of enjoyment in the subject and each pupil's understanding of the three key areas of the progression document.

The range of assessment strategies implemented allow teachers to identify and provide additional support or challenge for pupils where necessary.

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, Codebugs, Micro:bits 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 and support to the abilities and needs of the pupils and ensure progression of knowledge and skills over time.

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.

Presented to the Governing Body on 12th December 2023