



# Slyne with Hest C of E Primary School

## Computing and ICT Policy

*Listen, learn, love and laugh as part of God's family.*

<b>Policy:</b>	<b>Computing and ICT</b>
<b>Subject Leader:</b>	<b>Emma Pennington</b>
<b>This statement was reviewed by the subject leader on:</b>	<b>September 2024</b>
<b>This statement will be reviewed:</b>	<b>September 2027</b>
<b>Nominated governor:</b>	

### Purpose

Within our ever-changing and technological world, it is vital to understand the importance of teaching Computing from a young age. At Slyne-with-Hest School we aim to equip children to use computational thinking and creativity to understand the world. We intend to motivate and inspire children through lessons that engage and challenge all learners.

Our curriculum is designed to deepen knowledge and develop skills, ensuring effective progression within each aspect of Computing, across all year groups. It aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to, create, manage, organise, and collaborate.

### Aims

Through the use and teaching of ICT and Computing, the school aims to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and 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 ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop their understanding of how to use ICT and computing safely and responsibly.

## **Planning and organisation**

Our school uses Kapow Computing - a whole-school scheme of work for EYFS to Year 6 pupils. Kapow fully meets the objectives of the National Curriculum for Computing and allows for clear progression in computing.

The scheme of work enables pupils to meet the end of Key Stage Attainment targets outlined in the National curriculum. ICT is also used across the curriculum and skills can be taught through other subjects.

The National Curriculum purpose of study states:

*'The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world'.*

Therefore, the scheme we use is designed with three strands which run throughout:

- Computer Science
- Information technology
- Digital literacy

The Kapow National Curriculum mapping document shows which of the units cover each of the National Curriculum attainment targets as well as each of these three strands.

The Computing Progression of Skills document shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.

The scheme is organised into five key areas, creating a cyclical route through which pupils can develop their computing knowledge and skills by revisiting and building on previous learning:

- Computer systems and networks
- Programming
- Creating media
- Data handling
- Online safety

The implementation of the Kapow Computing scheme of work ensures a broad and balanced coverage of the National Curriculum requirements, and the 'Skills showcase' units provide pupils with the opportunity to learn and apply transferable skills.

Where meaningful, units have been created to link to other subjects such as science, art, and music to enable the development of further transferable skills and genuine cross-curricular learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust computing curriculum. Therefore, lessons include teacher videos from Kapow to develop staff subject knowledge and support ongoing CPD. This supports teachers to feel confident delivering the computing curriculum and to deliver lessons of a high standard that ensure pupil progression.

In EYFS, we provide the children with a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities. Computing is not just about computers. Our early years learning environment features IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

### **Online safety**

A key part of implementing our computing curriculum is to ensure that the safety of our pupils is paramount. We take online safety very seriously and accordingly aim to equip children with the necessary skills to keep themselves safe in the ever-evolving digital landscape. Children possess an inherent right to enjoy childhood online, to access secure online spaces, and to benefit from all the opportunities that a connected world can provide, in a manner that is appropriate for their age and development.

To foster online resilience, we also incorporate the 'Project Evolve – Education for a Connected World' framework. This framework is designed to support and enhance the provision of online safety education, ensuring that it is empowering, fosters resilience, and initiates positive cultural change within our school community.

Our Online Safety Curriculum is both relevant and progressive, addressing contemporary issues such as cyberbullying, online wellbeing, screen time addiction, the reliability of information, and 'Stranger Danger'. These critical topics are discussed comprehensively within PSHE lessons and assemblies, enabling students to engage with these issues in a safe and constructive environment. Furthermore, we ensure that parents are informed when online safety concerns arise, providing additional information and support as needed.

In order to promote awareness around the possible dangers associated with internet use and mobile technologies, we actively participate in Safer Internet Day each February. This

initiative not only educates our pupils but also extends to the local community, guiding families on effective strategies to mitigate risks. Through these efforts, we are committed to nurturing a safe and informed online culture within our educational setting, prioritising the wellbeing and safety of all our students.

Please also refer to our separate online safety policy.

### **Assessment**

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. Assessing computing is an integral part of teaching & learning and key to good practice. Assessment in Computing is process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved.

Assessment can be broken down into:

- Formative assessments are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

### **Role of the Subject Leader**

The computing subject leader is responsible for the implementation of computing policy across the school. Their role is to:

- Offer help and support to all members of staff in their teaching, planning and assessment of computing.
- Monitor classroom teaching or planning.
- Monitor the children's progression in computing, looking at examples of work of different abilities.
- Keep up to date with new technological developments and communicate information and developments with colleagues
- Lead staff training on new initiatives.
- Attend appropriate training and feed back to staff.
- Leading staff training on new initiatives.

- Have enthusiasm for computing and encourage staff to share this enthusiasm.
- Keep parents and governors informed on the implementation of computing in the school.
- Help staff to use assessment to inform future planning.
- Maintaining resources and advising staff on the use of equipment/programs/applications.

### **Meeting the needs of all Pupils**

At Slyne-with-Hest school, we believe that all children have the right to access IT and computing. We recognise that in all classes there are children with individual teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This includes more able pupils, those with SEND or those who have EAL.

Teachers take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers bear in mind that special arrangements could be made available to support individual pupils.

Differentiated guidance is also available within the Kapow scheme for every lesson to ensure that they can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

### **Spirituality**

We support pupils in their spiritual development in computing by seizing opportunities for awe and wonder as they arise. Our approach invites students to cultivate their own spirituality through the encouragement of curiosity and the nurturing of a profound love for life and learning.

We emphasise the importance of appreciating the connections and unity present in the world around us. Moreover, we encourage children to take the time to wonder and explore 'Big Questions' within the curriculum. This holistic engagement ensures that pupils develop both intellectually and spiritually as they navigate the digital landscape.

### **Equality and Diversity**

We are committed to ensuring that all children are provided with equal learning opportunities in computing, regardless of social class, gender, culture, race, disability, or learning difficulties. Our aim is to foster an inclusive environment that enables all pupils to develop positive attitudes towards others.

We believe that equitable access to computing resources is essential for every child, and we require all staff members to adhere to the established Equality Policy.

Through these principles, we strive to create a supportive educational atmosphere that respects and celebrates diversity in all its forms. We promote an understanding of different cultures through the topics studied by the children.

### **Resources**

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school.

Computing network infrastructure and equipment has been sited so that:

- Every teacher from Early Years Foundation Stage (EYFS) to Year 6 has a laptop connected to the school network, along with a desktop PC and an interactive whiteboard in each classroom. Additionally, each classroom is equipped with a class iPad to promote interactive learning.
- Internet access is available in all classrooms, ensuring that both teachers and students can use online resources with ease.
- Each class enjoys a weekly session devoted to teaching computing as a separate subject, which helps build digital skills among pupils.
- We have two laptop caddies, one in Key Stage 1 and one in Key Stage 2, that hold a total of 30 laptops for student use. There's also a supply of 20 iPads available in the iPad caddy.
- We provide essential resources like Bee Bots, headphones, microphones, and mice to enhance various learning activities.
- Laptops and iPads are available for use throughout the school day, both in computing lessons and for cross-curricular projects.
- We have a computing technician in school on Tuesdays to help maintain our technology and assist staff when needed.

Teachers are required to inform the computing subject leader of any faults as soon as they are noticed.

## How is the Computing scheme of work organised?

