

# Computing Policy

## Wood End Park Academy

The Park Federation



**Subject Leader:** Mr Kulvir Dyal

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## Wood End Park Academy: Computing Policy

At Wood End Park Academy (WEPA) we use Computing as a tool to enrich and extend children's learning. Computing can enhance the learning process across the curriculum and enables pupils to undertake activities which would be difficult to pursue in any other way. Computing supports collaborative learning, discussion and group work.

The new National Curriculum requires Computing to be used in all subjects where appropriate. Computing is a cross-curricular competence and at WEPA we believe it is essential for children to develop a variety of Computing skills which allow them to harness the power of technology and use it both purposefully and appropriately.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum's latest programme of study (2014) for Computing:

### **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 precise and unambiguous instructions*
- *create and debug simple programs*
- *use logical reasoning to predict the behaviour of simple programs*
- *use technology purposefully to create, organise, store, manipulate and retrieve digital content*
- *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.*

### **Key Stage 2**

*Pupils should be taught to:*

- *design, write and debug 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*
- *use logical reasoning to explain how some simple algorithms work 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*

- *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*
- *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that 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.*

Contained in this document is our policy regarding the delivery of skills and the subsequent implementation of entitlement to every pupil. This Computing entitlement has been shaped by the Early Years Framework and the National Curriculum (2014).

### Aims

- To develop pupil's Computing skills, knowledge, understanding and capability through focused skills lessons whilst providing opportunities for pupils to apply and consolidate their Computing capability across all curriculum areas.
- To keep pace with educational developments in Computing and have a commitment to teachers having the necessary tools and training to do their jobs effectively.
- To use Computing to allow innovative and creative opportunities across the age range that motivates and energise curriculum projects.
- To maintain efficient performance of Computing equipment through robust and clear technical support that will ensure minimal disruption to teaching.
- To allow children to appreciate the relevance of Computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.
- To use Computing to improve quality of work, raise self-esteem, confidence and motivation for learning. The improvement of the physical environment, resources and teaching and learning will be matched by the raised attainment of the children.
- To ensure equal access to Computing regardless of race, gender or educational needs, working together and sharing ideas. Pupils with special educational needs have the same

Computing entitlement as all other pupils and are offered the same curriculum.

## Procedures and Practice

At WEPA we follow the Computing Curriculum as set out in the Early Years Framework and the National Curriculum (2014).

We have progressive Computing overviews and intent statements for each unit so objectives at age-related expectations are taught in each Year Group.

Team Leaders also create a curriculum map for each term which shows Computing objectives (new learning) plus revision of Computing key skills in other curriculum subjects.

Revision of Computing skills may include use of the wide range of Computing tools we have in school.

## Roles and Responsibilities

### **Governors:**

All governors are interested in the development of Computing to promote high quality teaching and learning in the school.

### **Principal:**

The role of the Principal is to support the overall aims and visions of the Computing provision within the school. This is achieved through identified training, support and financing. They encourage initiative and embrace the potential that Computing has to provide an exciting and fulfilling environment for all learners.

### **Network Manager:**

The network manager is responsible for monitoring and evaluating the impact and value of Computing hardware and software. They liaise with the Computing Lead / Staff and report back to the governing body.

### **Computing Lead:**

The Computing Lead is responsible for providing professional leadership and management of the Computing curriculum. They are responsible for planning to be of a high standard and learning to be progressive. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This may include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

**Technician:**

To be responsible for the maintenance and development of Computing equipment – hardware and software – and the provision of technical advice and support for Computing curriculum related activities together.

**Teachers:**

It is the responsibility of each class teacher to ensure that, where possible, Computing is incorporated in all subject areas / lessons where Computing will likely enrich and extend their pupil's learning. All staff must also agree to and sign an Acceptable Use Agreement prior to using ICT in school – this document contains guidance on the use of ICT related to work.

### Health and Safety / E-Safety

The school has a policy on E-Safety. E-Safety charters are created by every class at WEPA and E-Safety is a continuous focus in Computing lessons throughout the year. The children understand these rules and they know that they are expected to follow them. Should a child break these rules they will be denied internet access for a period of time after which the situation will be reviewed.

It is the responsibility of individual teachers to look after all equipment in their classroom. All Computing equipment for students should be safely stored, cared for and correctly switched off at the end of each day.

It is important that any problem be reported immediately to the Computing Technician. If there is any fear of an electrical fault, the equipment must be switched off immediately and all plugs removed safely from the class by an adult.

Computing equipment must be kept away from sources of water; such as water trays, wet play areas or sinks.

### Planning & Teaching

Lesson plans are created using the format of all lesson plans as detailed in our Teaching and Learning Policy.

## **Teaching**

Within school there is a range of teaching styles that vary according to age, phase, and needs of learners. Teaching aims to equip children with the skills necessary to become independent and skilful users of technology.

Computing skills are taught when appropriate to enable pupils to apply them for a real purpose in other subjects. Some examples: children might research a history topic or investigate a particular issue on the Internet; children who are learning about aspects of science might use digital microscopes to collect data or make detailed observations; children to explore ways in which the use of Computing can improve their results.

Chromebooks are being phased in and are currently available for all children in Year 5 and Year 6 to use in non-Computing lessons. This will be an annual process until every child in all year groups has access to Chromebooks.

The school has Interactive Whiteboards in all classes to encourage the use of Computing throughout the curriculum, embedding its use in all aspects of daily teaching and learning.

We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing equipment at home, while others do not.

Pupils are given the opportunity to work individually, in pairs and in groups. The teacher will organise groupings to ensure that all children achieve their full potential.

## **Intent Statement**

Computing is valued at Wood End Park Academy, and promoted accordingly; our intention is to provide our pupils the life skills that will empower them to embrace and utilise technology in a socially responsible and safe way in order to flourish in our school and beyond.

We thrive to ensure that our curriculum is accessible to every child. We aim for our children to gain confidence and enjoyment from their activities in order to become responsible independent users of technology.

Our curriculum adheres to the National Curriculum by focusing on a progression of skills in digital literacy, computer science, information technology and online safety. Our curriculum is enhanced by ensuring that the National Curriculum strands are not only covered, but also enhanced by pupils receiving opportunities to achieve digital literacy and develop creativity, resilience and critical thinking skills through problem solving.

Where efficient and effective, pupils use their skills gained from Computing lessons to support learning across the curriculum. In addition, numerous Computing clubs are on offer at lunchtimes and after school for both Key Stages.

Prior to moving on to higher education and the wider world, we endeavour our pupils to have a scope of experience in Computing and technology, in etiquette and online safety, which, in a fast-moving online world, guides our pupils to become good, honest, responsible digital citizens.

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