

**Horwich Parish CE Primary School**

**Policy for Computing Curriculum**

**Our school mission statement**

***God with us, Lighting the way to love & respect.***

**Our Vision & aims**

**“Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.**

**Learning to love each other as Jesus has loved us, respecting each other and growing into the people God has called us to be.”**

We are a Church school with strong Christian values that permeate throughout the life of our school.

At Horwich Parish Church Of England Primary School we provide the best possible education for our pupil`s by:

* Recognising each pupil as an individual, enabling and facilitating them to reach their potential.
* Providing an exciting and creative broad and balanced curriculum.
* Developing our pupil`s academically, socially, spiritually and emotionally in preparation for their future life.
* Providing a purposeful and safe environment where pupil`s are engaged, challenged and encouraged to take risks.
* Nurture an environment where everyone feels valued, respected and safe.
* Develop confident, resilient, happy and resourceful pupil`s.

**Delivering the National Curriculum Programme of Study**

* The school is currently using the National Curriculum programmes of study, and the Bolton Schools Computing ‘I can’ skills matrix as a basis for delivering the Computing curriculum.
* Each class has a dedicated Computing lesson each week which is generally delivered by the class teacher or a Computing specialist teaching assistant. The aims of these lessons are to help the children develop the skills, knowledge and understanding in COMPUTING which will support their learning across the curriculum.
* In addition, teachers may elect to use the laptops, netbooks or I Pads in other subject areas, to support learning.

**The programme of study**

**Aims**

* The national curriculum for Computing aims to ensure that all pupils:

 can understand and apply the fundamental principles and concepts of computer

 science, including abstraction, logic, algorithms and data representation

* 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.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the

matters, skills and processes specified in the relevant programme of study.

**Subject content**

**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

* Use technology safely and respectfully, keeping personal information private; know

where to go for help and support when they have concerns about material on the

internet

* Recognise common uses of information technology beyond school.

**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

* Use technology safely, respectfully and responsibly; know a range of ways to

report concerns and inappropriate behaviour

* 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.

**Assessment**

* Children’s skills, knowledge and understanding in Computing is assessed against the objectives from the Bolton Schools ‘I Can Statements’. These statements split into 4 strands including; **Digital Literacy, Digital Citizenship, Computer Science & Information Technology.** Teachers base their assessments on observations, questioning, achievement of objectives and evidence from saved work, in line with Assessment for Learning principles. Assessments are recorded as each unit is completed.
* The Computing subject leader monitors children’s work and the levels of attainment.

**Computing resources**

* All classrooms are equipped with a Promethean interactive screen, as well as the hall.
* We also use a range of hardware all of which is secure and traceable.
* All equipment over £50 in value is registered on our school inventory, which is regularly updated and independently reviewed annually.
* We have a wide range of software titles installed on the network, and all are supported by licences, copies of which are kept in the Computing co-ordinator’s file.
* All subject leaders have a devolved budget from Educational Expenditure within the school budget. Annual budget setting processes outline the school’s needs for resources, in line with the School Development Plan, and through this process, we identify the need for renewal or addition of Computing resources.

**Technical support**

* Every week we have a half-day visit from a technician from Benchmark North, who maintain the network and ensure we comply with all external requirements.
* The local authority provides our curriculum and information management system, and we buy into a service level agreement to support this aspect of the school’s work.

**Staff competency and CPD**

* Teachers and teaching assistants are recruited on their ability to meet the essential requirements of the relevant job description, which includes Computing competency.
* Training is provided on an ongoing basis for teachers or teaching assistants, using our regular programme of staff meetings and training days.
* The local authority provides training courses which support developments in Computing at local and national level.
* All staff identify their training needs in the annual performance management reviews, this can then be acted on by booking CPD through Bolton SICT.

**Health and Safety**

The following guidelines are in place to promote high standards in health and safety:

* Children should not put plugs into sockets or switch the sockets on
* Trailing leads should be made safe behind the equipment
* Liquids must not be taken near the computers or be taken into the resources room
* Magnets must be kept away from all equipment
* The computer must never be switched off when the disk is still in the disk drive
* The maximum time a child should work at a computer is 2 hours a day
* All hardware will undergo a safety check annually
* Children should not work for longer than 1 hour at a computer without a break

**Digital Citizenship**

The school takes seriously the dangers to children in use of ICT both within and outside school, at the same time as encouraging the enjoyment and effective use of technology. We have a separate policy which covers all aspects of E-safety and Acceptable Use of the Internet.

**Computing and SMSC**

At Horwich Parish, our Computing curriculum offers many opportunities for SMSC learning. Children can be creative and use their imagination to design and construct digital products. Sharing through different platforms also supports their self-esteem. The use of technology today requires children to develop strong digital models. Opportunities for them to develop positive internet habits and understand e-safety for different devices are key in this. It is important that children learn how to respect themselves and others as technology users and understand the steps to take if they have any concerns. Children need to understand the differences between a social network interaction and a real interaction, including reliability, validity and social signals. Children will build an awareness and appreciation of the digital divide and be aware of the different cultural, spiritual and religious views towards the use of technology. They will be empowered to apply their Computing skills and knowledge to the wider curriculum and their own interests.

**Data protection**

The school will ensure it takes seriously its responsibilities under the Data Protection Act (1998). It is registered with the Information Commissioner’s Office to hold data, including data on pupils, parents and children held on the school’s management information system.

We ensure that in practice parents are only provided with access to data on their own children, and that members of staff use data strategically for work-based purposes.

**Early Years Foundation Stage**

We admit children into the EYFS in the September after their fourth birthday. Children in the Reception classes make use of Computing in learning on the interactive whiteboards and a large tablet. They also use programmable toys, CD players and other technology. We aim to integrate Computing into all areas of learning as appropriate, and make effective use of relevant software for the age group. Children’s interactions with technology begin in the EYFS and continue throughout their primary school journey.

**Equal opportunities/Multicultural Education**

All pupils have equal access to Computing and all staff follow the equal opportunities policy. As with all resources, we ensure software is not gender or culturally biased.

**Special Educational Needs**

We believe that all children have the right to access Computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the Computing curriculum for some pupils. Where appropriate, Computing can be used to support SEND children on a one to one basis where children receive additional support.

**Cross-Curricular Links**

As a staff we are all aware that Computing capability should be achieved through core and foundation subjects. Where appropriate, Computing should be incorporated into schemes of work for all subjects. Computing is used to support learning in other subjects as well as developing technological skills.

**Parental Involvement**

Parents are encouraged to support the implementation of Computing by attending curriculum evenings and participating in demonstrations of software, providing first-hand experience of Computing and offering help with Computing activities in class time.

**Evaluation and Review**

We see our policy as a working document and we plan to review this formally every year.