

Curriculum Policy Document

Document Name: Computing Policy

First Written Date: May 2018

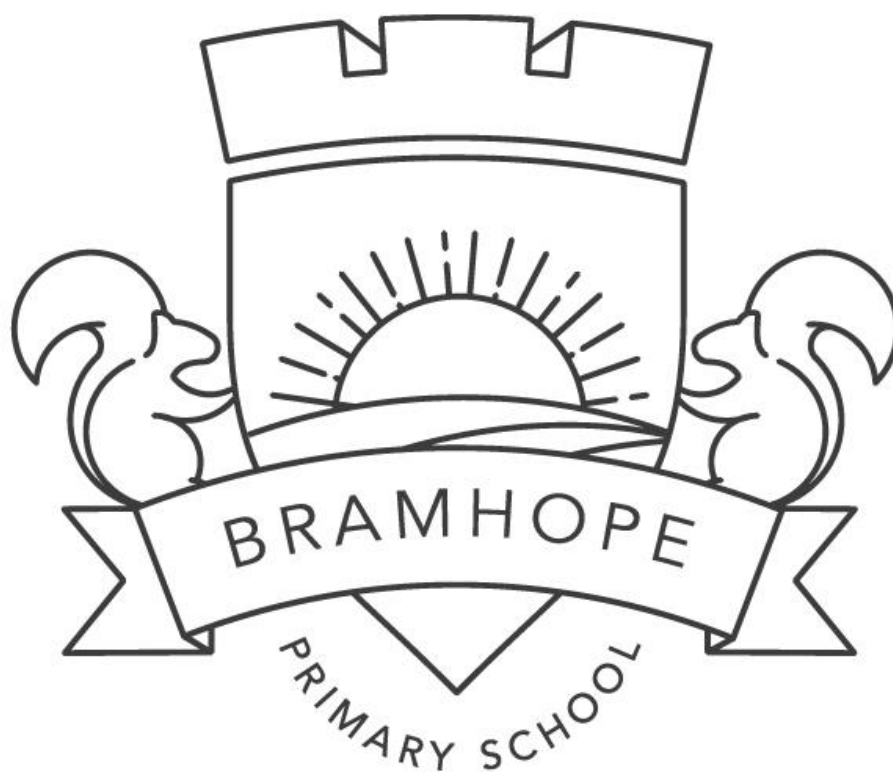
Review Date: N/A

Reviewed By: All Staff

Ratified By Full Governors Date: June 2018

Next Review Date: May 2020

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Rationale

Our curriculum ensures that children at Bramhope Primary are confident and competent users of technology whilst also understanding the importance of using technology safely and respectfully.

Our unit of programming, sits problem solving at its heart with children learning from an early age how to make simple programmes. Equally our IT strand means that regular interaction with software programmes such as Textease and Microsoft office, ensure children can create their own digital content building on cross-curricular links.

In an ever-changing world, e-safety is woven through all lessons. It is developed so that it is relevant with constant updates to reflect changes in children's online behaviour to reflect for example, social media changes and changes to children's gaming patterns online.

Finally, our own school digital leaders have developed expertise in helping other children keep safe online and provide support in the development of the curriculum.

Organisation of Content

Children work across 3 key strands at Bramhope Primary School; programming, information technology and digital literacy. Progression across the year groups sees specific skill development as they move for example from Dazzle and Textease in KS1 to Microsoft Office software in KS2. Programming sees a similar development. In KS1, children use physical programming on class Beebots in KS1 and write and de-bug simple programmes on Hour of Code. As children move up KS2, they continue to progress within Hour of Code and also Scratch to cover more complicated concepts such as the use of variables and loops. They also have the opportunity to further develop their programming skills with the use of Microbits in KS2. E-Safety is taught age appropriately and is woven into each lesson as a warm up, as well as discreet lessons at the beginning of each half term. Each Key stage has a distinct Acceptable Use Policy which children learn about and has been developed by the school council so that it is meaningful and age appropriate.

The computing progression plan is revisited annually and breaks down specific learnings by year group and is saved on the staff drive.

Assessment of content

Content is assessed routinely during teaching, with opportunities for teacher support where required. In addition, all work is partner work, which enables children to support one another with their learning; this is particularly helpful in programming when trying to de-bug an algorithm. Programming progress is recorded by class teachers and support provided if children are struggling to complete a required activity.

In KS2, time is taken to study how to effectively use software so that children are clear on how to best communicate their message. This is done using real-world examples of print media so children have a real-life context for their work. Once developed, their subsequent work is often shared with the class and is peer assessed, for example presenting a Power Point on Life in the Stone Age.

KS2 have developed a digital leader programme and these children are available to help students where there are specific difficulties. In addition, we ensure that there are a range of children from each year group attending computing club; these children are the digital experts for their particular class in that particular unit.

In terms of formal assessment, each year group, keeps a track of children who are working towards or at greater depth in the subject. This is saved in the staff drive to be accessed by the next year group teacher.

Accountability

The Computing Subject coordinator looks after all matters relating to the curriculum, including development of curriculum progression plans, assessment and updates to policy and AUPs.

The Key Stage 1 computing lead is responsible for delivering lessons to meet agreed curriculum plan and completing Year 1 and Year 2 assessments.

Class teachers in KS2, plan, deliver and assess against the curriculum plan.

The online safety policy specifies additional accountability relating specific to online safety as a school and can be found on the school's online safety policy document.

Teaching strategies employed

In order to effectively learn computing skills, children need the opportunity for hands-on experience. All children access their learning through experimenting with the programming tools available. All classwork is partner work, enabling children to collaborate on how to work most effectively, for example to de-bug a program or how to most effectively communication their message using software.

As well as weaving e safety into each lesson, we also celebrate Safer Internet Day as a school. We aim to involve children and parents in a joint activity focused on being safe and happy online.

Teaching of key messages is shared with parents via parent mail and on the school newsletter.

Digital leaders in KS2 are school ambassadors for digital literacy and also support children in school coding club.

Provision for all children (referring to SEN and those operating at greater depth)

Greater Depth

Coding club is open to all children to further develop and apply their coding skills learning in class. These coding club members provide each class with class experts to develop learning.

Digital leaders are able to use the computing suite independently to work on projects and are also able to loan equipment where appropriate to use at home, e.g. BBC Microbots.

SEN

Where necessary, children are able to use programmes or operate at levels best suited to their needs. For example, when programming children can access Hour of Code at a suitable level or use a more suitable software programme such as Textease rather than Microsoft Word.

Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our E-Safety lessons explore a wide variety of issues and concerns that affect all young people growing up in an online world. It is reviewed regularly and updated with specific concerns children may have or issues which have emerged in the sector. We spend time discussing the importance of responsible and respectful communication online to all.

Health and Safety

Every year all of our children in KS1 and KS2 are asked to jointly sign with their parents our ['Acceptable Use Policy'](#).

Our staff acceptable use policy is reviewed annually.

The school's online safety policy outlines specific health and safety concerns relating to the school network (both maintenance and usage) and specific actions where breaches of school

policy or online safety incidents occur. Please refer to the school online safety policy for full details.