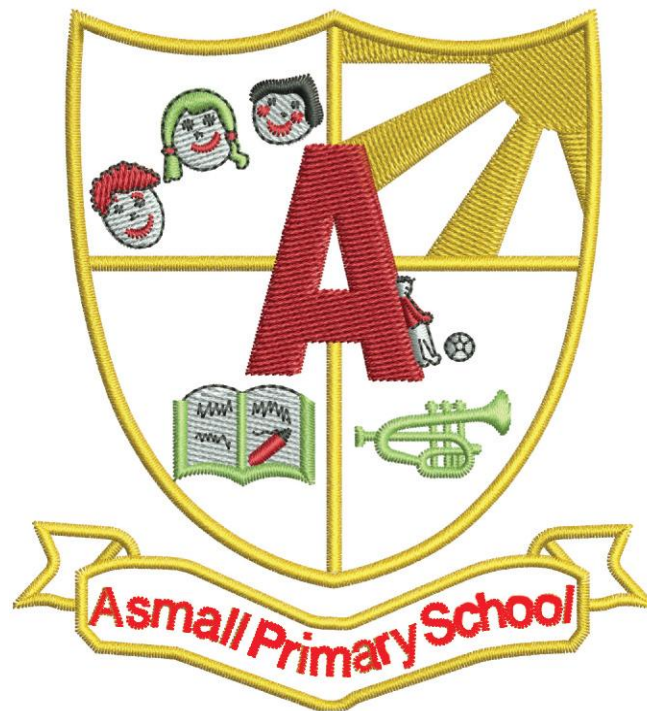


Asmall Primary School



COMPUTING POLICY March 2025

Contents:

Statement of intent, implementation and impact

1. Roles and responsibilities
2. Monitoring
3. Access to ICT and Equal Opportunities
4. Inclusion
5. Recording, Assessment and Reporting
6. Staff Development
7. Management of Resources
8. Health and Safety and E-Safety
9. Management Systems
10. Legal Framework

Statement of intent, implementation and impact

INTENT

At Asmall, our Computing Curriculum aims to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. We want our pupils to be able to operate in the 21st century workplace and be aware of the career opportunities that will be open to them if they study computing. Children will become autonomous, independent users of various computing technologies, gaining confidence and enjoyment from their activities. Technology will support learning across the entire curriculum and ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate and competent end-users of technology but through our computing lessons they will develop creativity, resilience, problem-solving and critical thinking skills.

IMPLEMENTATION

Computing is taught at Asmall across the whole year in each year group to ensure that all areas of computing are covered and revisited regularly.

As a school we use the Purple Mash scheme of work from Reception through to Year 6. This spiral curriculum ensures that all areas of computing are revisited every year or two years at an age appropriate level. This gives children the opportunity to revisit topics to consolidate key knowledge and skills and makes sure that work is at a suitable level of challenge. The curriculum is aimed to give an equal share to the three areas of computing which are Digital Literacy, Computer Science and Information Technology.

Computing skills are reinforced through cross-curricular links where children are taught to research, word process, and save and retrieve work. There are further cross-curricular links in Design and technology through our LEGO Week where children use the LEGO Spike App where children work on their design and building skills alongside programming skills.

Online safety has a special focus within the Computing curriculum as children increasing use technology in a wider range of areas in and out of school. For this reason, it is covered yearly with additional time being dedicated in PSHE.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Online Safety and Exploring Purple Mash Unit 1.1 Digital Literacy	Enrichment Unit Link to Maths Grouping and Sorting Unit 1.2	Animated Story Books Unit 1.6 Information Technology	Enrichment Unit Link to DT Structures Lego Builders Unit 1.4	Coding Unit 1.7 Computer Science	Enrichment Unit Link to English Animates Stories Unit 1.6
Year 2	Coding Unit 2.1 Computer Science	Enrichment Unit Link to Art Creating Pictures Unit 2.6	Spreadsheets Unit 2.3 Information technology	Enrichment Unit Link to Science Questioning Unit 2.4	Online Safety Unit 2.2 and Effective Searching Unit 2.5 Digital Literacy	Enrichment Unit Link to History Presenting Ideas Unit 2.8
Year 3	Enrichment Unit Link to PSHE Online Safety Unit 3.2	Email (inc. email safety) Unit 3.5 Digital literacy	Enrichment Unit Link to Maths Spreadsheets Unit 3.3	Presenting Unit 3.9 Information technology	Enrichment Unit Link to English Touch Typing Unit 3.4	Micro-bit Unit 3.10 Computer Science
Year 4	Online Safety Unit 4.2 Digital Literacy	Enrichment Unit Link to Theme Artificial Intelligence Unit 4.10	Logo & Hardware Investigators 4.5 & 4.8 Computer Science	Enrichment Unit Link to English Writing for Different Audiences 4.4	Animation & Making Music 4.6 & 4.9 Information Technology	Enrichment Unit Coding 4.1
Year 5	Online Safety & 3D modelling 5.2 & 5.6 Digital Literacy	Enrichment Unit Link to English Word Processing Unit 5.8	Game Creator 5.5 Computer Science	Enrichment Unit Link to Maths Spreadsheets Unit 5.3	Concept Maps 5.7 Information Technology	Enrichment Unit Link to Maths Databases Unit 5.4
Year 6	Online Safety & Blogging 6.2 & 6.4 Digital Literacy	Enrichment Unit Link to Maths Quizzing Unit 6.7	Coding & Networks 6.1 & 6.6 Computer Science	Enrichment Unit Link to Maths Binary Unit 6.8	Spreadsheets 6.9 Information technology	Enrichment Unit Link to English Text Adventures Unit 6.5

IMPACT

Computing at Asmall is there to support a high level of digital literacy in children so that they are safe, competent and creative users of technology. This is achieved by building essential understanding and skills through investigating, selecting and using a range of applications on different devices and platforms. At the end of each year, pupils will have developed a deeper understanding of their computing skills and how to use them on a daily basis in and outside of the school environment. They will also have gained a greater understanding of online safety issues and how to keep themselves safe online. Pupils will also become productive creators and designers of technology and be confident in the use of the myriad of applications that are available to primary school pupils. The primary aim of Computing at Asmall School is to develop pupils to become responsible digital citizens.

The measure being:

- To support a high level of digital literacy in children so that they are safe, competent and creative users of technology. This is achieved by building essential understanding and skills through investigating, selecting and using a range of applications on different devices and platforms.
- To inspire children to become productive creators and designers of technology, by introducing the essential aspects of computer science in a way which blends with the ethos and learning approaches of the primary phase.

1. ROLES AND RESPONSIBILITIES

The roles and responsibilities with regard to Computing are as follows:

The Headteacher is responsible for:

- Ensuring there is a shared vision for Computing within the school.
- Ensuring consistent implementation of Computing Policy and Online Safety Policy.
- Ensuring staff access to Computing and identifying ICT support needed by individual staff.
- Filtering, reporting and security regarding Computing.

Subject Leader is responsible for:

- The day-to-day implementation of the Computing Policy, Online Safety Policy and aspects of the ICT development plan.
- Reviewing the Computing policy, Online Safety Policy & Scheme of Work.
- Raising standards in Computing as a national curriculum subject.
- Computing monitoring which includes scrutiny of work and planning and discussions with pupils and reporting to the Headteacher on the current status of the subject.
- Co-ordinating the integration of Computing into the curriculum, ensuring continuity and progression throughout the different year groups.
- Co-ordinating Computing training for staff to raise awareness, build on experience and develop confidence.
- Working with subject co-ordinators and staff to encourage the use of as a Computing teaching & learning tool across the Curriculum.
- Overseeing equipment maintenance and liaising with our Computing technicians.
- Co-ordinating the purchase and allocation of Computing resources depending on budget priorities.

Teachers are responsible for:

Even though whole school co-ordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the subject leader in the monitoring and recording of pupil progress in Computing.

- Reporting Computing faults to the co-ordinator.
- The assessment of pupils.
- Meeting the statutory requirements.
- Curriculum development.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

2. MONITORING

Monitoring Computing will enable the Computing subject leader to gain an overview of Computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of Computing teaching and learning the Computing coordinator will:

- Scrutinise plans to ensure full coverage of the Computing curriculum requirements.
- Analyse children's work.
- Holding discussions with children, including self-assessment of learning.
- Hold discussions with teachers, including auditing staff skills / self-assessment.
- Analyse assessment data.

3. ACCESS TO ICT & EQUAL OPPORTUNITIES

We value equal opportunities for all of our children and believe that all Computing resources should be fully accessible to all learners, including those with special educational needs and disabilities. It is our policy to ensure this by:

- Ensuring all children follow the scheme of work for computing.
- Providing curriculum materials and software which are in no way class, gender or racially prejudice or biased.
- Monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged and providing extra-curricular clubs for those who do not have any access at home.

We aim to provide a growing range of computing equipment to all pupils, meeting a diverse range of individual needs. This is regularly monitored regardless of age and ability. Several families do not have internet access at home and therefore school provide opportunities for children from these families to use the internet in class and at lunchtime clubs.

Teachers will use a variety of strategies depending on the need of the children or child. Computing can facilitate whole class teaching, grouped work, individual or paired work. We believe that Computing has the potential to enhance different kinds of learning and support pupils with SEN (more & less able) & disabilities [see Teaching & Learning policy].

4. INCLUSION

We recognise Computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

Computing can cater for the variety of learning styles which a class of children may possess.

Using Computing can:

- Increase access to the curriculum.
- Raise levels of motivation and self-esteem.

- Improve the accuracy and presentation of work.
- Address individual needs.

We aim to maximise the use and benefits of Computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

5. RECORDING, ASSESSMENT AND REPORTING

There is a whole school approach to assessing all aspects of Computing capability. Pupils' Computing skills are assessed during lessons. Work will also be assessed against the skills statements within the KLIPS document which summarise children's computing capabilities.

6. STAFF DEVELOPMENT

We recognise the need for, and will endeavour to provide ongoing staff training to encourage professional development and ensure a well-balanced delivery in the classroom. Staff development is incorporated into the Computing Co-ordinator's Action Plan, considering the needs of the school and staff. Staff training sessions are led by the Computing co-ordinator when appropriate.

7. MANAGING RESOURCES

The Computing co-ordinator works closely with an independent technician to maintain and develop hardware and software at Asmall.

The Computing co-ordinator works with the Headteacher to ensure that there is financial planning for Computing. Hardware is deployed through the school following discussions with staff on a requirement basis and new software is acquired as the need arises for it. The purchase of hardware and software may depend on the availability of finances.

8. HEALTH AND SAFETY/E-SAFETY

Pupils will be made aware of:

- Hazards and risks to themselves and others when using Computing e.g. IWB, Internet.
- The steps they take to control risks
- E-safety and Cyberbullying (via anti-bullying week, workshops, etc).

Internet access is planned to enrich and extend learning activities.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. We have an e-safety policy to protect all parties and Asmall's rules for responsible internet use will be displayed in each classroom/computer area.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children and their parents about online safety and their responsibilities when using communication technology. This is included in the safety policy.

9. MANAGEMENT INFORMATION SYSTEMS (MIS)

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the LEA Westfield Centre. All teaching staff have read only access to Assessment Manager and the SENCO module. Only trained & designated members of staff have authority and access rights to input or alter the data.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

10. APPROPRIATE LEGISLATION, INCLUDING COPYRIGHT AND DATA PROTECTION

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strict accordance with the licence agreement.

We don't allow personal software to be loaded onto school computers.

Please refer to the school's Data Protection Policy.