Riverview C of E Primary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

Computing Policy

Approved by:	Mrs M Atkins	**Date:** March 2023
Last reviewed on:	March 2021	
Next review due by:	March 2025	

Contents

1. Purpose of the policy

This policy reflects the aims and values of Riverview Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment

- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website Riverview CofE Primary & Nursery School - Home

2. Subject vison and rationale

When children leave Riverview, they will be proficient problem solvers, digitally literate citizens who are able to access future technology in an ever-changing digital world. They will have a secure understanding about how to be safe, responsible, and respectful online. Therefore, children will leave with a set of purposeful skills which prepare them for the 21st Century.

3. Aims and outcomes

By the time pupils leave Riverview, they should:

- Provide a broad, balanced and enjoyable curriculum for all pupils.
- Provide children with the opportunity to explore new and developing technologies to extend their existing skills and knowledge.
- Give children an environment which is safe and secure, and which provides encouragement for the development of all aspects of computing.
- Ensure that there is equality of access and opportunity for all children to develop their computing skills.
- Seek to ensure that all children achieve their full potential in all aspects of computing by the time they move from Primary to Secondary Education.
- Equip our children with the skills, knowledge and experiences they need to be confident and competent users of computing.
- Respond to new developments in technology.
- Develop their responses, both personal and critical, and enable them to evaluate and suggest improvements.
- Enable children to apply their computing skills and knowledge to other areas of the curriculum.

4. Teaching and learning

Computing is taught in year group classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of computing might involve:

- Whole-class teaching
- Partner and group work
- Small group discussions
- Individual projects/research
- Presentations

5. Curriculum overview

Here at Riverview pupils will follow a computing curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to have the essential life skills necessary to fully participate in the modern digital world. The pupils become creators of digital content rather than simply consumers of it. They can communicate and present information in new ways, which helps pupils understand, access and use it more readily. Children will know more, remember more, and understand more.

5.1 Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, computing forms part of the Knowledge and Understanding of the World learning goal. Computing/use of technology opportunities are always available to children and learning 'in the moment' opportunities are built on across the continuous child-led curriculum and is included in other areas of learning and throughout the learning environment. Foundation Stage children experience computing in its widest sense and use a wide range of technologies including electronic toys in role-play settings, programmable and remote-controlled toys, digital cameras, tablets, and computers. Computing is also used in the outdoor learning environment.

5.2 Key Stage 1

In KS1, pupils will:

- 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.

The topics we teach in computing are outlined in the curriculum map for computing (see section 5.4).

5.3 Key Stage 2

In KS2, pupils will:

- 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.

The topics we teach in computing are outlined in the curriculum map for computing (see section 5.4).

5.4 Programmes of study

	Autumn term	Spring term	Summer term
Year 1 – Year 6	Computers and Networks Multimedia	Programming/Coding Multimedia	Handling Data Programming/Coding
Year 1 – Year 6	**Online safety/safeguarding day 1** Managing online information	**Online safety/safeguarding day 1** Safer Internet Day	**Online safety/safeguarding day 1** Health, wellbeing, and lifestyle Self-image and Identity
Year 1	**Online safety/safeguarding**	**Online safety/safeguarding day 2**	**Online safety/safeguarding day 2**

– Year 6	**day 2** Privacy and security Copyright and ownership	Online relationships Online reputation	To be planned by class teacher – address issues which have come into the class or revisit topics children need.

6. Cross-curricular links

Computing shares links with the following subjects:

- English: word processing, Clicker, Google Dictate
- Maths: TTRS, directional vocabulary when programming
- RE and Science: meaning of symbols and research
- Geography and History: research projects and presentations
- Spiritual, moral, social and cultural (SMSC): collaborative learning tasks and projects

7. Assessment and recording

7.1 Assessment

Riverview uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative computing assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment
Summative assessment is completed three times within each year using Insight Tracking, based on the computing knowledge and skills that the medium-term plan requires. Online Safety is assessed regularly.

At three assessment points across the year, pupils will be assessed within 1 of the following bands:

- Working below Expected (BEL)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking
Children receive regular verbal feedback and computing marking follows the school's marking policy.

7.2 Recording

In computing, pupils will record their learning in the following ways:

- Computing books
- Reception-Class Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

Riverview Computing Progression Document

Online safety is taught using the Education for a connected World planning document and uses resources from the Project EVOLVE website to support with this. It is taught every half term in an online safety day or afternoon. In addition to this, we also celebrate Safer Internet Day in the Spring term using resources from the Child Net SID website.

Laptops (Year 1/Year 2 and Year 3/Year 4)

Chromebooks (Year 5/Year 6)

Cameras – each class has their own camera

Control hardware – remote control toys in EYFS, 11 Beebots plus software, 6 pro-bots plus accessories, Go control equipment/software including 3 control boxes with various accessories.

Microphones

Each class also has a visualiser, Murus board and teacher's desktop computer.

8.2 External speakers, local museums, trips

Links to the real world and potential jobs and careers are made explicit to the children so they can understand how computing skills are relevant to them and the future. 'Inspiring the Future' volunteers are inviting into school yearly to explain the role of computing within their career.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development

- Make presentations to governors on the subject and how it is being taught
- Provide parent workshops regarding online safety to support our school community

9.3 Link governor

The link governor responsible for history at our school will:

- Monitor the impact of the subject across the school and on pupils.
- Monitor teacher workload and professional development.
- Ensure subject action plans are suitable.
- Monitor the quality of resources.
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy.
- Report to the subject leader.
- Maintain subject knowledge and appropriate CPD.

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning.
- Support children when using Google Classroom to access home learning.
- Monitor the completion of any set homework.
- Follow the school's online safety rules, attend regular online safety meetings, and use the school's website to find out more about how to keep their children safe online.

10. Inclusion

Teachers set high expectations for all pupils in computing. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study computing, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will make reasonable adaptations and use scaffolding to support pupils with SEN.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in computing. The use of Google Translate and Widgit to develop computing vocabulary with visuals will be used when appropriate.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Assessment policy
- Feedback and Marking policy
- Teaching and Learning policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.