Computing Policy

May 2024

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by /date
1.0	New format	All	Victoria Toppin January 2012	EJS Staff 16th Jan 2012 Curriculum Committee 17th Jan 2012	Governing Body 31st January 2012
1.1			Andrew Grigg April 2015	EJS Staff 13th April 2015 Curriculum Committee	Curriculum Committee 3rd November 2015 Governing Body 16th November 2015
2.0	Policy update	All	Andrew Grigg June 2017	EJS Staff 15th November 2017	Curriculum Committee 13th November 2017 Governing Body 20th November 2017
3.0	New format and update linked to new curriculum	All	Victoria Toppin	June 2020	SLT June 2020
3.1	Updated intent	2	Georgia Kelly June 2023	Staff June 2023	SLT June 2023
3.2	Updated subject links	10	Alex Hawkins October 2023	December 2023	SLT December 2023
3.3	Updated policy links and font	All and section 8	Alex Hawkins January 2025		

Date for Review: May 2027

Contents

1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other
- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21st Century

Computing Curriculum Intent

Connecting with the future

The Elmbridge curriculum allows pupils to develop the skills needed to communicate effectively, be creative and embrace ever-changing technology. We strive to enable pupils to become responsible digital citizens who engage with technology in order to enhance both their lives and the lives of others.

2. Implementation

Pupils will learn about 4 key areas in Computing; they will revisit these areas during every year at Elmbridge Primary, with each unit of work building upon previous learning. Children will use a range of hardware and software within Computing lessons. The 4 key areas are:

- Online safety: Developing an understanding how to use technology safely and responsibly. This area is subsequently split into 8 units: Self Image and Identity; Online Relationships; Online Reputation; Online Bullying, Health; Wellbeing and Lifestyle; Privacy and Security; Copyright and Ownership and Managing Online Information.
- Computer Science: Learning how technology works
- Presenting and Recording: Using technology to present and record work their learning and ideas using a range of software
- Programming: Developing an understanding of how programs are written and debugged

The progression of objectives document outlines how the curriculum is progressive from Reception to Year 6.

Early Years
Computing is taught in reception as an integral part of the curriculum throughout the year. Although Computing is not specifically mentioned in the EYFS curriculum (2020), Elmbridge Primary School believe it is crucial for all children to be taught the skills needed for their long-term futures. Computing makes a significant contribution to the ELG objectives by supporting the child's personal, social and emotional development; allowing them to develop their understanding of the world that they live and develop their skills in expressive arts and design.

Key Stage 1
During Key Stage 1, pupils learn how to log on to the school server and open, edit and save their work. They name different parts of a computer and iPad and learn how to use input and output devices such as volume, touch screens, keyboards and a mouse. Pupils are given the opportunity to use word processing software to present their written work, including inserting a picture into the document and changing fonts. During programming sessions, pupils discover that instructions lead to a set outcome and begin to predict what an outcome may be for a piece of code. They write their own programs for a specific purpose. Pupils discuss and explore issues surrounding safe technology use.

Key Stage 2
During Key Stage 2, pupils study the difference between hardware and software as well as the physical features of laptops and desktops. They learn about servers and how they work. Pupils are taught how to use the different features in a piece of word processing software and then use these skills in presentation software, considering their audience. They are introduced to spreadsheet software and use it to record and analyse data. Pupils use data loggers to collect data that can then be analysed. During programming sessions, pupils continue to write algorithms for a purposes, deepening their understanding of more complex programs. They continue to discuss and explore issues surrounding safe technology use.

Children will acquire the knowledge and skills associated with Computing, including using suitable vocabulary and making choices about software. Pupils will use a range of technological devices.

Key Stage 1 and 2 Computing lessons are timetabled for 50-60 minutes per week in the computer suite, which gives pupils enough time to practise new skills and to deepen their learning. Reception staff teach discrete skills for Computing regularly and the children have the opportunity in continuous provision to practise and develop these skills.

3. Methodology

Planning
Each subject curriculum has been planned to ensure there is progression from Early Years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Overall curriculum objective planning is used to create medium term plans in each year group. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

Teaching (see teaching and learning policy)
Computing lessons may be driven by a statement, question or learning outcome. Also, a range of stimuli and experiences may be employed, which are designed to engage the pupils and broaden their knowledge and skills. There will be explicit reference to previous learning when this is pertinent. Outdoor space will be used for some learning.

Recording
Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupil and teacher/teaching assistant
- Models, photographs, video recordings of work produced e.g when using programmable toys
- Saved or printed work. These may be screenshots or documents depending on the software being used

Supporting Reading at Elmbridge Primary School
At Elmbridge Primary School, Reading is everything. Computing will support reading by:

- Internet research: Pupils gather information from several sources and are taught how to use and present this in a variety of ways. Children are encouraged to understand what they are reading and not to accept words they do not know the meaning of.
- E-safety lessons: Managing online information unit helps children to comprehend whether the information they read online is accurate. Copyright and Ownership unit help the children to understand the importance of understanding what they have read and how to present their research in their own words.

Enrichment and Cultural Capital

- Visitors – local PCSO's, Schools Beat Team from Gloucestershire Constabulary, local businesses
- Productions – In the Net
- Coding club

4. Impact

Formative and Summative assessment
The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help dictate the next steps. Teachers may use lesson tasks, quizzes and short tests to help determine pupil attainment. Pupil attainment against the curriculum strands will be recorded to help identify any gaps in learning.

Monitoring

Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action pan and may, in turn, lead to new action points being set. The curriculum Governors should be invited to support the monitoring at least once per year (see T&L policy).

Moderation
Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

5. Continuing Professional Development

The subject leader should aim to keep up to date with their own subject knowledge and skills, as part of their on-going appraisal. They should, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality Computing lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

6. Equal opportunities

All children have an entitlement to access the Computing curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Providing differentiated work when needed
- Using TA/Teacher support and/or interventions for pupils who need to catch up
- Referring to MY PLANS or EHCP targets for SEND pupils e.g. touch typing
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged pupils

7. Spiritual, Moral, Social and Cultural Development

As a school, we **work together** to enable our pupils to be:

Ready, Respectful, Safe

Elmbridge Primary School supports SMSC in all subject areas. In Computing this may look like the following:

Spiritual development
Computing provides an opportunity for children to reflect on theirs and their peer's life experiences, particularly when considering how to keep themselves safe online and looking at different forms of technology. Skills learnt in Computing lessons gives children an important tool to investigate their own opinions of the world. They are encouraged to develop their own perspective of technology and make sensible choices based their values and respect for other people. Pupils are able to use technological devices to be creative and to represent their own learning. Computing provides opportunities for reflection of awe and wonder about the achievements of technology today and the possibilities for the future.

Moral development
Computing provides an opportunity for pupils to reflect on the possible consequences of different actions and situations. Issues and moral dilemmas linked to various life experiences are discussed and learnt about, for example, gaming, age restrictions and copyright. The consequences of technology user's actions are discussed in class with a focus not just on themselves but also the impact their actions may have on other people. Pupils learn about the difference between fact, opinion and belief during Computing lessons.

Social development
As part of the Computing curriculum pupils are taught to produce work that is suitable for a particular audience. Computing lessons guide pupils to consider how to express themselves clearly, communicate effectively and show respect to others. Some projects in Computing may be collaborative, encouraging children to work with their peers. Pupils consider self-image and identity, their online reputation and their online relationships as part of the computing curriculum. Pupils are taught about the effects of online bullying to people's lives and what to do if they or someone they know is being bullied.

Cultural development
Pupils are taught about how technology can aid communication around the world and are taught to always show respect and tolerance with people that they communicate with both online and offline. Learning links are made across subjects where appropriate, for example science and the collection of data.

8. Links to other Policies

Elmbridge Primary School will consider Computing when developing other policies, in particular:

- Behaviour and Relationships Policy
- English as an Additional Language
- Online and Acceptable User Policy
- All curriculum subjects
- Teaching and Learning
- SEND
- Staff Development
- Feedback & Assessment
- SMSC Development
- Off-Site Visits
- Pupil Premium
- Safeguarding and Child Protection
- Transition
- Wellbeing (including Relationships and Health Education)
- Young Carers and Young Ambassadors

9. Links to other subjects

Links to other subjects
Connections to other subject areas may be made when teaching Computing, if they help a pupil develop their knowledge and understanding of other subjects and the Computing curriculum. These may include:

- Researching information linked to people, places or scientific lines of enquiry
- Writing - structures learnt in English
- Maths skills - graphs, angles, calculations
- Wellbeing – online safety
- Science - collecting data for investigations
- Design Technology – Microbits
- Music - composing with technology
- PE – recording and reviewing technique