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Date.....July 2019.....

Review.....July 2021.....

Woodford Valley C of E Primary Academy Computing Policy

*This school is committed to creating the ethos in which children can grow
towards Christian life, love and learning*

*And now I give you a new commandment: love one another. As I have loved you, so
you must love one another. If you have love for one another, then everyone will
know that you are my disciples.”
John 34-35*

This policy document is a statement of the aims and principles for the teaching and learning of Computing at Woodford Valley C of E Primary Academy. It should be read in conjunction with all other policies and in particular the E-Safety Policy, Internet Access Policy, Behaviour and Ethos Policies, Social Media Use Policy and the Code of Conduct Policy.

At Woodford Valley, we recognise how widely technology is used by pupils both in and out of school and the impact it has on their lives and learning. Computing competence plays an important role in enabling children to be responsible, confident, creative, safe and independent learners. We foster and support children's interest, expertise and enthusiasm for using and applying computing skills throughout the curriculum to transform and enrich learning experiences. We intend to provide children with the skills, attitudes and visions to operate in a rapidly-changing and increasingly technological world. Within a safe and supportive environment, pupils are encouraged to explore and find information for themselves and to have the confidence to problem-solve when using new technologies, resources or applications. Pupils are taught that their contributions could potentially be shared with a global community and this gives them a responsibility for the contributions they create and share. We support children in developing the wisdom to become critical and discriminating in the information and resources they encounter. We enable opportunities for pupils to find, explore, analyse, exchange, present, program and code information. Children are taught to think logically, identify inputs and outputs and order instructions to create codes. Children's coding skills are built on and developed throughout the year groups, with examples of everyday applications introduced wherever possible.

Intent

Within a broad and balanced curriculum moving from Early Years to Year 6, we intend to teach and use computing to enable children to:

- develop their knowledge, understanding and skills across the curriculum in using a range of ICT tools to enhance learning;
- develop computing capability in finding, selecting and using information;
- present, produce and share information, including photos, video and audio;
- select, use and combine a variety of software on a range of digital devices, including monitoring, controlling, collecting, analysing, evaluating and presenting data and information;
- use technology for effective and appropriate communication applying computing skills and knowledge to their learning in other areas;
- organise, store, manipulate and retrieve data in a range of digital formats;
- input, read and write algorithms and codes to program devices and apps;
- develop their ability to problem-solve, work collaboratively and think logically;
- develop the knowledge and discernment to stay safe online and to know how to seek help if they come across undesirable material;
- develop the understanding to use the Internet safely, wisely and responsibly and to understand the audience they publish for and to.

To enable this teachers will be supported to:

- teach skills and knowledge to enable children to develop their coding skills;
- integrate computing into their planning, teaching and assessment of children's work (using Computing as an integral part of the processes and the management of teaching and learning);
- maintain up-to-date subject knowledge in coding and communication, using Computing and e-safety through internal and external training and opportunities as well as sharing knowledge and resources between staff.

Implementation

The teaching and learning of Computing intends to equip children with the technological skills to become independent learners. Where possible, the teaching is as active and practical as possible, to enable development of reasoning and collaborative working skills. Coding skills are taught directly, with whole school planning designed to ensure progression from skills taught in the previous year. Similarly, e-safety lessons are designed to consolidate and further develop children's understanding of how to stay safe online.

Computing permeates all curriculum areas and helps to support and enhance pupils' learning and development across the primary curriculum, drawing upon resources and activities to appeal to and support a range of learning styles. In using ICT for communication, the main emphasis of our teaching for individuals or groups of children is to use computers to help them progress in, or present information in, different subjects, applying or consolidating skills gained in these programs in school or at home. Direct teaching to use specific programs to achieve the intent is given as needed.

We recognise that our pupils have a wide range of Computing skills and abilities. This is especially reflected by individuals' use of Computing at home. We intend to provide suitable learning opportunities for all children to consolidate and extend their Computing competence by matching tasks and activities to the abilities, interests and experiences of the children.

SEND

We recognise the opportunities that ICT programs and resources offer to support children with SEND in developing greater independence in their work. For example, they provide a way of recording work independently for children who struggle with letter formation. Specific programs enable the provision of greater support in a task, whilst maintaining child independence.

Computing curriculum planning

The school draws upon aspects of the New Computing Curriculum 2014 in order to support and enrich our vibrant curriculum. In doing so, we aim to teach and develop all the necessary knowledge and skills but in a very cross-curricular approach.

Curriculum planning for Computing is planned in each year group across the school. The whole-school long-term plan maps the themes and skills which pupils will focus on through the year and aims to ensure progression of skills through the year groups. Pupils acquire this knowledge and these skills through discrete Computing teaching and as a part of their work in other subject areas.

The topics studied in Computing are planned to build on prior learning, enabling skills and understanding to be deepened and new skills developed. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure progression and challenge in these skills through stimulating cross-curricular projects and activities.

Parents/carers are required to read a summary of responsible Internet use in school and give signed authorisation before their child can use the Internet, either in guided or in independent school work. Parents/carers are, however, assured that their child's use of the Internet at school is supervised and monitored. Older pupils are sometimes trusted to work independently on a specific task discussed with the teacher, with clear guidelines to responsible use. A record of those children who do not have permission to use the Internet at school is held. The school's Internet Safety Policy has further information about safe and responsible Internet provision, use and teaching.

All children will have equal access to Computing across the curriculum and a wide range of resources, software and activities are available. The school will guard against gender stereotyping with encouragement given to both girls and boys to engage in Computing-related activities. It is important that children who do not have Computing resources at home should not be disadvantaged. Pupils are also offered access to extra-curricular clubs and activities which draw upon the use of Computing resources.

The Early Years Foundation Stage

We teach Computing in the reception class as an integral part of the topic work covered during the year. Computing themes and objectives are linked to the Development Matters objectives from the EYFS Curriculum and draw upon links across the Early Years curriculum. The children are provided with access to a range of resources and activities to develop their Computing knowledge and skills; for example, floor robots, digital cameras and video, interactive whiteboard and PC activities, digital audio resources, and programmable toys to allow them to practice and develop their skills.

Impact

Teachers will regularly draw upon observation and questioning of pupils during lessons to identify their progress and development against key skills. Ongoing assessment for learning is used to give feedback (verbal or written) and to plan for future learning. Shared peer assessment may also be used to help guide competence and skills. Progression of skills is supported across the key stages by key skills in each year group for coding, e-safety and communication. ICT attainment and effort are reported to parents in the child's end of year report.

Internet use

Teachers and pupils have access to websites worldwide. Parents' attention should be drawn to the Internet Policy by letter in the first instance and, thereafter, in our school prospectus. Our school Internet Safety Policy and Acceptable Use agreement will be available for parents and others to read via our school website or in paper format if requested.

It is the experience of other schools that the above measures have been highly effective. However, due to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that particular types of material will never appear on a computer screen. E-safety is taught to children each term and teaching across the year groups is developed to ensure progression of children's skills in e-safety through each year.

The school cannot accept liability for material accessed from the Internet, or any consequences thereof.

A most important element of using the Internet safely and responsibly in school is that pupils will be taught to tell a teacher **immediately** if they encounter any material that makes them feel uncomfortable.

If there is an incident in which a pupil is exposed to offensive or upsetting material the school will respond to the situation quickly and on a number of levels. Responsibility for handling incidents involving children will be taken by the Head Teacher, the Computing subject-leader and/or the pupil's class teacher. If necessary, the LA/ Governors will be informed and consulted. If one or more pupils discover (view) inappropriate material, our first priority will be to give them appropriate support. The pupil's parents/carers will be informed and given an explanation of the course of action the school has taken. The school aims to work with parents/carers and pupils to resolve any issue.

If staff or pupils discover unsuitable sites that have not been blocked, the Computing subject-leader and Head Teacher will be informed. The Computing subject-leader will report the URL (web address) and content to the Internet Service Provider who will add the site to the blocked list and may refer the site to the Internet Watch Foundation and the police.

Where appropriate, pupils are expected to play their part in reducing the risk of viewing inappropriate material by obeying the class e-safety rules, which have been designed to help protect them from exposure to Internet sites carrying offensive material. If pupils abuse the privileges of access to the Internet or use of email facilities by failing to follow the rules they have been taught or by failing to follow the agreed search plan when given the privilege of undertaking their own Internet search, then sanctions consistent with our School Behaviour Policy will be applied. This may involve informing the parents/carers. Teachers may also consider whether access to the Internet may be denied for a period.

See Internet Safety Policy

Using the Internet to enhance learning

As in other areas of their work, we recognise that pupils learn most effectively when they are given clear objectives for Internet use. Different ways of accessing information from the Internet will be used depending upon the nature of the material being accessed and the age of the pupils:

- access to the Internet may be by teacher (or sometimes other adult) demonstration;
- pupils may access teacher-prepared materials, rather than the open Internet;
- pupils may be given a suitable web page or a single website to access;
- pupils may be provided with lists of relevant and suitable websites which they may access;
- older, more experienced, pupils may be allowed to undertake their own internet search having agreed a search plan with their teacher; pupils will be expected to observe the e-safety rules agreed upon with the whole class and will be informed that checks can and will be made on files held on the system and the sites they access.

We believe that, in order to use information from the Internet effectively and responsibly, it is

important for pupils to develop an understanding of the nature of the Internet, the information available on it and the digital footprint of shared information. In particular, they should know that, unlike the school library for example, most of the information on the Internet is intended for an adult audience, much of the information on the Internet is not properly audited/edited and may not even be true and most of it is copyrighted. Pupils will be taught to expect a wider range of content, both in level and in audience, than is found in the school library or on TV. Pupils will be made aware that the writer of email or the author of a web page may not be the person claimed.

Each term, e-safety is revisited at an age-appropriate level. At the beginning of the year, each class creates class rules to stay safe on the Internet. These are revisited regularly through the year. Through the years, children will explore different aspects of safety in greater depth, including; how to stay safe online – considering personal information and online friends; what to do if unexpected messages or files appear; reliability of information online; telling someone if they encounter something online that makes them feel uncomfortable or worried; and cyber bullying.

Monitoring

We appreciate that ICT is rapidly changing and continually monitor this policy to ensure it reflects the changes in modern technology.

