GREAT CHART PRIMARY SCHOOL

COMPUTING

SEPTEMBER 2023

A Great Place to Discover and Learn

Vision Statement
A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement
Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect
Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

1. Intent

1.1 The 2014 National Curriculum introduces a new subject, Computing, which replaces ICT. The subject develops pupils' information skills, including the ability to use information sources and ICT tools to help them find, explore, develop, analyse, exchange and present information and to support their problem solving and investigative work.

1.2 Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers.

1.3 At Great Chart we aim to enable all children to use ICT with purpose as well as enjoyment. We aim to develop the necessary skills needed to become autonomous users as well as be able to evaluate the benefits.

1.4 The Acceptable Use of ICT Policy and the Online Safety Policy should also be read in conjunction with this policy.

2. Implementation

We will:
- Provide tasks which are interesting and give scope for individual responsibility.
- Ensure children have access to equipment to enable them to become proficient users and provide extra time for the children that do not have access to computers at home.
- Plan activities that allow children opportunities to apply their skills in a variety of different subject contexts.
- Raise the profile of Computing in school and provide a continuous programme of staff development.
- Utilise Google Workspace across Key Stage 1 and 2.
- Use resources from the Teach Computing website and Project Evolve.

2.1 At Great Chart Primary School, Computing will be taught both as a discrete subject, and in a cross-curricular way when the opportunity presents itself.

2.2 Children will have access to chrome books, ipads and the PCs distributed around the school. These will be used to help pupils access the Computing curriculum, along with a range of other resources such as programmable toys and cameras.

2.3 The Computing subject leader and the technician will continually monitor the resources required to deliver Computing effectively.

3. Impact

3.1 Computing has a high profile at our school. Our children are confident using a wide range of hardware and software and value online safety and respect when communicating with one another. The children are proficient users of technology and Google for Education and are able to work both independently and collaboratively.

3.2 Our 'Digital Ambassadors' are key to delivering a robust Online safety curriculum, helping run assemblies for both Key Stages and producing a newsletter three times a year. At Great Chart we use the Google Digital Legends scheme of work and 'Project Evolve as well as other resources'.

4. The Nature of Computing

4.1 The new National Curriculum has a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.
The introduction makes clear the three aspects of the computing curriculum: **computer science** (CS), **information technology** (IT) and **digital literacy** (DL).

4.2 The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate– able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

5. Entitlement
5.1 The new National Curriculum states that pupils should be taught to:

	KS 1	KS2
Computer Science	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	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 Appreciate how search results are selected and ranked
Information Technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use search technologies effectively 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
Digital Literacy	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	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

5.2 In the Foundation Stage, the Technology strand is no longer part of the curriculum. However computing and technology should still be a vitally important part of the EYFS curriculum. Technology in the early years can mean
-taking a photograph
-searching for information on the internet
-playing games on the IWB
-using a beebot
-listening to music

6. Computing Golden Threads

These are the Golden Threads that will run through the curriculum from EYFS to Year 6. These can be found in a separate document. 🅦 Computing Threads.docx

They are Digital Citizenship, Design and Create, Computational Thinking, Collaboration and Communication.

7. Differentiation and SEN

7.1 Pupils with special educational needs will be entitled to the same access to Computing as their peers. Teachers will liaise with the SENCO on the use of technology to improve their involvement in the curriculum. The chrome books have the option to speak what is being written or for the child to talk into the chromebooks and it will type for them. Special keyboards have been purchased to help dyslexic children. Chromebooks have also been purchased to support some children.

8. Assessment

8.1 Assessment of children's work in Computing is ongoing. Teachers will record their lessons in an online book. Assessment of Computing capability will be achieved by planning appropriate curriculum activities. The children will also have the opportunity to self-assess. The teachers will complete Arbor at the end of the year ready for the next teacher.The Computing Lead will analyse these results.

9. Acceptable Use Statement

9.1 The computer system is owned by the school. "The computer system" means all computers and associated equipment belonging to the school, whether part of the school's integrated network or stand-alone, or taken offsite.

9.2 Professional use of the computer system is characterised by activities that provide children with appropriate learning experiences; or allow adults to enhance their own professional development.

9.3 The installation of software or hardware unauthorised by the school, whether legitimately licensed or not, is expressly forbidden.

The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

10. Data Protection Act

Any individual has the right in law to view information held about him or her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a child-protection report is composed and printed on the system, it should immediately be deleted and hard copies kept in the appropriate files in the care of the Child Protection Officer.

11. Resourcing

11.1 See the schools development plan and Computing action plan which will show planned expenditure to meet the requirements of the curriculum.
An annual budget is available for consumables such as printer cartridges. The ICT leader meets with the school Technician and Finance Officer regularly and an annual budget bid is also submitted.

12. Review

12.1 The Headteacher and staff will review this policy each year in accordance with the development priorities stated in the School's Development Plan. Any suggested amendments will be presented to the governing body for discussion.

This evaluation will form the base for an action plan which will then inform the school development plan.