



Benington C of E Primary School

Computing policy

Written	Reviewed	Next Review Date	Author	Adopted by Governors	Sub-Policies
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1. Curriculum Intent

At Benington Primary School we aim to provide a high-quality computing education which enables pupils to feel confident and enthusiastic about the subject when they move up to secondary school.

Following the National Curriculum aims, we want to enable our pupils to become effective users of technology who can:

understand and apply the essential principles of Computer Science, including logic, algorithms and data representation.

use this understanding of Computer Science to think about tasks in computational terms; and have repeated practical experience of writing computer programs in order to complete such tasks.

can evaluate and apply information technology, including new or unfamiliar technologies, to solve problems and complete tasks.

be responsible, competent, confident and creative users of information and communication technology.

Online Safety

Benington Primary School takes internet safety extremely seriously and we encourage children to employ the Christian values of responsibility and respect when using technology. We have an E-Safety Policy that provides guidance for teachers and children about how to use the internet safely. Every year group participates in lessons on e-safety and children understand how to stay safe when using technology.

2. Implementation

At Benington Primary School, teachers plan their computing lessons using the Twinkl Scheme of work (<https://www.twinkl.co.uk/search?term=computing+planit>).

Teachers annotate the lesson plans in the scheme to reflect the needs of their class. The lessons have clear, achievable learning expectations, which link to the Computing Program of Study.

Children with SEN have access to the curriculum through adaptation of task, grouping or support from an adult.

In EYFS, Computing is taught through the Early Learning Goals. Most explicitly in 'Understanding the World' but also through other areas of learning when appropriate.

In Key Stage 1 the children will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to 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.

In Key Stage 2 the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to

understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Resources

The school has 1 laptop trolley and a school set of 16 iPads. This ensures that children can use computers for a range of purposes and across the curriculum, as well as in discreet computing lessons.

3. Impact

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical thinking, computing at Aston St Marys gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.

We are aware that, when assessing computing, it's important to look for evidence of knowledge and understanding as well as technical skills. We encourage children to talk about what they have learned as well as sharing the work they have completed.

Throughout each unit a range of formative assessment strategies are used. This can include, self assessment (e.g. debugging their own programs); peer assessment (e.g. providing constructive feedback on digital content); discussion with peers; open questioning and storing children's work on the school's shared area in dedicated folders for each class.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon.

4. Role of the subject leader

The subject leader is responsible for:

working with the class teachers to monitor the learning and progression of children as they move up through the school.

raising the profile of the subject and addressing any staff training needs.

ensuring that resources are sufficient and appropriate.

supporting teaching staff in using the Switched On: Computing scheme when required.

improving how the subject is taught in school by analysing its strengths and weaknesses and writing an improvement plan each year.