



Green Oaks Primary Academy

Computing Policy

Persons Responsible:	Principal Computing Co-ordinator
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“Importance of technology is increasing every day, we must not deprive our children of technology, if we do then it's a social crime.”

Narendra Modi

Policy Statement

In an increasingly digital world, ICT plays a crucial role in developing skills, improving communication, sharing information and of course, enhancing learning. In today's climate, key knowledge of technology and how to use a range of devices will enable our pupils to extend their learning beyond the classroom whether for home learning to complement in class live teaching, or for remote learning in the case of a partial or full academy closure.

At Green Oaks Primary Academy, it is our aim to help prepare our children for life in a world where technology plays an ever more significant role. We will do this by following the details set out in this policy and ensuring our pupils have the best possible experience with technology from the foundation years of our school and throughout their journey with us.

Objectives

The quality teaching of Computing at Green Oaks will

- provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- meet the requirements of the national curriculum programmes of study for ICT and computing.
- use ICT and computing as a tool to enhance learning throughout the curriculum.
- to respond to new developments in technology.
- to equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- to develop the understanding of how to use ICT and computing safely and responsibly.

Teaching and Learning

Teaching staff at Green Oaks Primary Academy use a variety of teaching and learning styles in Computing lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding in Computing.

We deliver this through a mixture of whole class teaching and individual/group activities tailored to the needs of our pupils. Examples of high-quality individual performances and those demonstrating aspiration and ambition are used as models for other pupils.

Teachers recognise that their pupils have differing abilities, and these are tailored for by providing suitable learning opportunities and matching the challenge of the task to the ability of the child. Several strategies can be utilised but may include the use of setting of common tasks that are open-ended and can have a variety of responses;

setting tasks with varying degrees of challenge; grouping pupils of differing abilities to bring a range of skills to collaborative works and using additional adults to support.

The school believes that ICT and computing gives pupils immediate access to a rich source of materials. It assists pupil in presenting information in new ways which help pupils understand access and use it more readily. Using ICT can motivate and enthuse pupils increasing focus and concentration.

Home and Remote Learning

The pupils of Green Oaks Primary Academy all have their own secure log in detail to access Airhead which encapsulates the programs used in school, including Microsoft Teams and Class Notebook. This enables pupils to access content in and beyond the school building. Pupils also have access to other platforms for learning such as Deepening Understanding, Reading Eggs and Sumdog. Our expectations for home and remote learning can be found in detail in our Learning at Home Expectations document.

Computing Curriculum

Computing is a foundation subject of the National Curriculum. We have incorporated the national scheme into the circumstances of our school and to ensure we focus on our curriculum drivers: culture, diversity and environments.

The National Curriculum aims to ensure that all pupils

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.

As a school we follow the Computing curriculum in conjunction with Teach Computing. Long term planning maps outline the coverage for the year groups. These are developed with the Class Teacher and the Subject Leader. Alongside Teach Computing, staff have the advantage of using other recognised resources, for example, Barefoot Computing to enrich the unit being delivered.

Our medium-term plans give details of each unit of the work for each term. The Subject Leader is responsible for ensuring coverage is planned and delivered.

Finally, short term planning is completed by Class Teachers for a series of lessons. These give the specific Learning Intention for the lesson and gives details of how the lessons is to be taught.

We plan the activities in Computing so that they build upon the prior learning of the pupils. While we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the pupils as they move up through the school.

Cross Curricular Links

Part of our dedicated teaching, and to ensure pupils receive the best possible foundation for the future, is planning in the opportunity for using ICT in other subject areas. Regular sharing of good practise and CPD opportunities for staff at meetings allow a consistent review of ways in which technology can enhance learning in other areas.

Using these ICT skills across the curriculum also furthers their knowledge in line with the Greenwood Academies Trust Basic Skills Policy. It is the responsibility of the Class teacher to ensure that opportunities are given to use ICT in other subject areas.

Assessment and Recording

Teachers assess pupils' work in Computing whilst observing them during lessons. Over the academic year the Teacher will build a profile of the class's engagement through encouraging students to capture screen snips of online tasks or by inserting a link. Assessment is recorded on the pupil's foundation tracking area in Insights.

Resources

We have a range of resources to support the teaching of Computing across the school. It remains the responsibility of all users of to ensure the consistent order of the equipment. This helps ensure devices are ready for the following users but more importantly maintains a safe working environment.

There are laptop trolleys each containing a class set of Dell laptops. These must be stored correctly, including correct handling and manoeuvring around the school. Timetables will allocate specific slots for teaching of the computing curriculum. It is the responsibility of the phase teachers to discuss and schedule the most efficient usage outside of these slots. In addition to these there is a trolley of iPads for use across the school.

EYFS has several iPads and larger laptops to ensure they experience a range of apps on different devices.

In the case of failure of a device or software malfunction, it is the person finding the faults responsibility to report this to Service Desk by raising a ticket in the usual manner.

Monitoring and Review

The monitoring of the pupils' experience, the quality of teaching, the progression of skills through coverage and the exposure to a range of devices and activities is the responsibility of the Subject Leader. The role of the Subject Leader is not only to ensure the requirements of the National Curriculum are met but also includes supporting colleagues in the teaching of Computing, informing others about current developments in the subject and ensuring the subject's profile remains high and engaging.

The Subject Leader and Principal will meet throughout the year to evaluate the subject and to discuss key development points and actions. The Subject Leader will gather evidence from monitoring, pupil and adult voice. The Subject Leader will use these findings to provide a strategic lead and direction for the subject in the school.

As a school we will endeavour to monitor the opportunity for celebrating the Computing achievements of pupils by creating attractive displays and to seek opportunities to introduce the children to new ways of learning using technology.