

West Park Primary School

Computing Policy



Date policy approved/adopted:	
Next review date:	
Approved by:	

West Park Primary School - Computing Policy

CRC Article 28: All children have the right to learn.

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Vision

"Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before—if we will allow it." - Jenny Arledge

West Park Primary School will employ a range of up-to-date computing strategies to engage and empower all learners (teachers and students), preparing them to become digitally literate, innovative and confident users of technology.

Rationale

At West Park Primary School we aim to inspire all children to reach their full potential, academically, socially and emotionally. In Computing, this means ensuring a curriculum that is fully inclusive of all children.

As technology is an integral part of everyday life, we at West Park Primary School, feel that each child should experience all aspects of technology; from the use of computers and laptops to exploring tablets and other technical devices with a view to exploring all aspects of our increasingly digital world. This means providing an engaging and challenging curriculum involving aspects of Computer Science, Information Technology, Digital Literacy and E-Safety in line with the intent of the National Curriculum.

We intend to expose children to different uses of technology that they may not experience outside of school and ensure that we are challenging their technology-based skills. We want to ensure that children build up a bank of technology-based vocabulary, alongside a clear understanding of it, that will allow them to function confidently within an ever more technology focused world.

We recognise that children have an increasing access to a range of technologies, including the internet. Due to this, children need to have a developing understanding and awareness of ever-changing issues relating to Online Safety, (see our Online Safety Policy), as they progress through the school. From this, children will be able to make appropriate choices in taking the steps necessary to make sure that they are safe and supported if things go wrong.

Our Intent, Implementation and Impact in Computing

Intent

At West Park, pupils are digital innovators. The intention is to prepare them to become digitally literate, innovative, and confident users of technology to ensure they can participate confidently in a rapidly changing technological world.

Our Curriculum offering intends to:

- Deliver an exciting progressive, spiral curriculum, based on prior learning, so that pupils are engaged, eager to learn and are self-motivated.
- Provide a broad curriculum encompassing computer science, information technology and digital literacy supports children in becoming computational thinkers, creators and problem solvers.
- Embed computing across the whole curriculum to make learning creative, accessible and allow children to apply skills learnt.
- By upper Key Stage 2, pupils will be fluent with a range of tools so that independently tools, apps or websites are chosen to best fulfil tasks set by teachers.
- Ensure equal access to learning, with highest expectations for every pupil and appropriate levels of challenge and support.
- To support all staff through professional development and providing tools for collaboration.
- Ensure we safeguard children and their interests by being mindful of the effects of current and emerging technologies and their potential impacts on the school and the wider community.

Implementation

Overview

The curriculum at West Park Primary school is a progressive spiral curriculum which is planned strategically for every year group, enabling pupils to make links in learning and deepen knowledge, skills and understanding. Teachers work from a long-term plan and use sharp assessment for learning, and assessment of learning, to develop medium term plans, with the highest priority given to live feedback in lesson which can be adapted in real time so that all pupils make progress. The school promotes the Visible Learning Approach, where all children are challenged and encouraged to be feedback seekers. Enabling them to reflect on and evaluate their own work.

Early Years Foundation Stage

Children are given a broad, play-based experience of computing in a range of contexts, including outdoor play. This occurs in both child initiated and teacher directed time in order to meet the needs of all children in-line with the requirements of the Early Years Foundation Stage Curriculum. It is important that these experiences provide children with a foundation step towards the Computing National Curriculum requirements as these children progress through West Park Primary School.

Key Stage 1 and 2

Our spiral curriculum model gives all children the opportunity to build on their prior learning and offer progressively more challenging content as pupils move through the school. We offer opportunities to children of all abilities to develop their skills and knowledge in each unit. Computing developments and achievements are shared and a positive relationship fostered with home, school and the wider community – This is achieved through the schools online presence through use of the Computing/Class pages on our school website and social media channels (X - @Westparkpri).

Children across key stages also have access to online home learning resources which include; SeeSaw, Purplemash, TT-Rockstars and MyMaths.

Computing is taught in Key Stages 1 and 2 through high quality computing lessons that engage and inspire children in the three areas of Computer Science, Information Technology and Digital Literacy.

Computer Science

Computer Science is the foundation. It is the core of Computing where our pupils are taught how digital systems work and how to use this knowledge to program. They learn the principles of computation and information.

Pupils are taught the principles of:

- How computer systems work;
- Finding and fixing mistakes in a program (de-bugging);
- Using logical thinking to solve problems;
- Sequencing instructions (algorithms) to make something happen (programming).

Information Technology

Information Technology is the application. Children use their Computer Science knowledge to create programs, systems and content.

Pupils have the knowledge to:

- Create programs;
- Create content;
- Store and manipulate content;
- Retrieve digital content (searching).

Digital Literacy

Digital Literacy are the implications. Children become digitally literate to use and develop their ideas through Information Technology. This will enable them to become active members of the future workforce.

Pupils will become digitally literate so that they are:

- Prepared for the future workplace;

- Responsible and safe users;
- Competent, confident and evaluative.

Cross-curricular links are appropriately made in other subjects, where Computing skills are applied.

Each class has access to half class sets of ipads where a range of exciting apps and websites can be accessed daily. Laptops are also used which supports basic keyboard skills.

Impact

Children will leave West Park as creators of digital content and as computational thinkers. They will not only have met National Curriculum requirements but will be responsible users of technology. Impact is measured by the Child's progress against expected outcomes – outcomes which meet the key aims of the National Curriculum.

- Design, write and de-bug programmes 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 worldwide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact

Children's skills will have progressed to enable them to not only have met the requirements of the National Curriculum but to also enjoy using technology to develop their own ideas. From this, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation will become second nature.

Monitoring and Assessment

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children. The teacher assessment tracker allows us to track individual pupil performance and target teacher's continued personal development. The trackers also enable all staff to see progression across Key Stages in line with National Curriculum objectives.

The impact of learning will be assessed and monitored using:

- Teacher assessment.
- Regular monitoring of learning will inform the subject leader and school development plan through discussion with children, observing environments, planning and work samples.
- Information is gathered regularly from staff, parents and children to evaluate the effectiveness of the learning and experiences we provide and how we can develop further in the face of constantly emerging technologies.
- Seesaw is being used a creative assessment method across the curriculum as well as a way in which to document a child's learning journey. "Seesaw is a digital student portfolio that gives students an audience for their work." Students are able to post work to their journals in the form of photos, artwork, videos, activities, notes and projects they have created in other apps.

Training and Development

At West Park Primary School we aim to develop and share innovative and creative practice through INSET days and staff meetings. We are subscribed to 'Engagedu' which aims to support schools in embedding technology across the curriculum while at the same time, increasing engagement and attainment.

To improve pupil outcomes in computing targeted professional development (PD) and a skill-based learning approach is undertaken to allow for maximum progress of our students. Teachers are provided with in-class support alongside external courses to keep computing knowledge up-to-date and relevant.

Educational Inclusion

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the grounds of gender, race, disability or special needs unless it is for reasons of the safety of themselves or others. If risk cannot be eliminated, then parents will be informed and the best way forward can be discussed. Children's individual needs will be addressed through provision of resources, assessing learning styles and questioning.

Technical Support

We receive technical support from the local authority which ensures technological issues are resolved promptly.

The contract includes a Service Level Agreement (SLA). It aims to:

- provide quality ICT / e-learning support services providing cost effective and streamlined solutions;
- work in-line with local e-Strategy and national e-learning agenda;
- provide secure and robust ICT infrastructure and network administration and communication services;
- ensure high quality support and minimum downtime of services to maximise output and efficiency;
- provide project management of Third Party ICT installation services required by the client;
- advise clients on financial regulations when purchasing through City Wide procurement and best value solutions;
- support the roles and responsibilities of Head teachers and Governing Bodies through the provision of professional assistance.

The Learning Platform

Staff use 'CloudW', the Microsoft Office 365 service for Wolverhampton Schools, is used to access learning resources, online storage and tools for communication and management.

It offers:

- **Content management** - enabling teaching staff to create and store resources, which can be accessed online
- **Curriculum mapping and planning** - providing tools and storage to support assessment for learning, personalisation, lesson planning etc.
- **Management and administration** - enabling access to pupil information, attendance, and management information
- **Collaboration tools and services** - providing communication tools such as discussion forums, blogs, e-portfolios and video conferencing through Microsoft Teams.

Review

The policy will be reviewed by the computing leader and shared with all.

Next Review Date -