



Computing Policy 2020 – Buxworth Primary School

Intent

Technology is everywhere and will play a pivotal part in the lives of the pupils of Buxworth Primary School where we strive for them to be masters of this technology. We want to model and educate our pupils on how to use technology in a positive, safe and responsible manner. We want our children to understand that there is always a choice with technology and that we model its use in a positive manner; we recognise that the best prevention for issues surrounding the use of technology is through education. Technology allows our pupils to share their learning in creative ways and allows accessibility for all learners. Technology and its use reflects the values of the school and supports Project 25. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. 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. At Buxworth, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet. For this reason, we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.

Purpose

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.' Computing programme of Study, DfE, 2013

Computing in the National Curriculum expectations splits the teaching and learning of Computing into three strands (Computer Science, Digital Literacy and Information Technology). It is therefore important that children recognise the difference between what makes each one relevant to their future, as well as their everyday lives. High quality teaching of Computing, from Reception through to Year 6, utilises a combination of practical lessons and theory lessons designed to promote discussion and nurture understanding, which are also relevant to other areas of the curriculum such as PSHE and Citizenship.

Aims

Computer Science

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning
- To develop children's understanding of technology and how it is constantly evolving.

Digital Literacy

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices
- To promote pupils' spiritual, moral, social and cultural development



Information Technology

- To develop ICT as a cross-curricular tool for learning and progression
- To promote learning through the development of thinking skills
- To enable children to understand and appreciate their place in the modern world

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, class or gender, should have the opportunity to develop computing and ICT capability. We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

Assessment

As in all other subjects, children should be assessed and appraised of their progress in understanding and applying of computing skills. Teacher assessments of computing capability will be recorded throughout the year and reported to parents at the end of each academic year. Staff should keep or save examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of each key stage. Formative assessment occurs on a lesson-by-lesson basis determined by the aims.

Health and Safety.

The school takes this very seriously and is aware of the health and safety issues surrounding children's use of ICT. We ensure that pupils have a safe environment in which to learn. We ensure effective filters are in place to safeguard pupils. As such, we will ensure that:

- All fixed and portable appliances in school are tested by an approved contractor every twelve months.



- Damaged equipment is reported to the computing lead and office manager who will arrange for repair or disposal.
- E-safety is discretely taught each term by class teachers, and through assemblies. There is also a link on our school website to direct parents to further information on how to keep children safe online.
- Children learn about rights and responsibilities when using the Internet.
- Children should not plug in any appliances
- Any trailing leads to be made safe.

Objectives

In order to develop the Computing and ICT capability and understanding of each child we will provide through our planning:

- Computing through all three strands taught within the classroom.
- Continuity throughout the school to ensure that experience and skills are developed in a cohesive and consistent way.
- Experience of a variety of well-planned, structured and progressive activities.
- Experience cross-curricular links to widen children's knowledge of the capability of computing including safe use of the Internet and other digital equipment.
- Opportunities for children to recognize the value of computing and ICT in their everyday lives and their future working life as active participants in a digital world. By doing this we will fulfil the requirements of the National Curriculum

Breadth of study

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. • Write and test simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Organise, store, manipulate and retrieve data in a range of digital formats. • Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> • Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. • Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs. • Understand computer networks including the internet; how they can provide multiple services, such as

	<p>the world wide web; and the opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information
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E-Safety



E-Safety is an important part of keeping our children safe at Buxworth Primary School. E-Safety is taught to all pupils explaining and demonstrating how to stay safe and behave appropriately online. We can only be successful in keeping children safe online if we work with parents to ensure the e-Safety message is consistent. It is important that parents speak to their children about how they can keep safe and behave appropriately online. It's essential to be realistic - banning the internet or technology will not work and it often makes a child less likely to report a problem. Education around safe use is essential.

The following website link containing internet safety advice may be useful to parents/carers of children age 5-16

www.thinkuknow.co.uk/ this website is produced by CEOP (the Child Exploitation and Online Protection Centre)

If you or anyone you know is worried about Child Exploitation, Online Protection or anything related to Internet safety please click the link below which will take you to the CEOP reporting website: <https://www.ceop.police.uk/safety-centre/>



Online Safety

Childnet have updated their parent and carer toolkit to help parents have conversations about online safety. Their booklet 'Let's talk about life online' includes ten key messages that should be shared with children:

1. You can always come to me if you need help.
2. What would you do if this happened...?
3. Remember that not everyone is who they say they are online.
4. Keep your personal information safe, and other people's too.
5. Be respectful to others online.
6. Think before you post.
7. Remember to ask if it's okay.
8. Remember not everything is true online.
9. The things other people post online might not always show what their life is really like.
- 10 Recognise how going online makes you feel and take a break when you need to.

Buxworth Primary School May 2020

Reviewed: 29/06/2022

To be reviewed biannually