



# Kibworth CE Primary School

Let Your Light Shine  
Matthew 5:16

## Computing

This policy was approved as follows:

|                     |            |                          |          |
|---------------------|------------|--------------------------|----------|
| <b>Adopted by:</b>  | Staff Team | <b>Date:</b>             | Feb 2023 |
| <b>Review Date:</b> | 2026       | <b>Review frequency:</b> | 3 yearly |

## **Rationale**

This policy outlines the teaching, organisation and management of the computing taught and learnt at Kibworth Church of England Primary School. The school's policy for computing follows The National Curriculum 2014 for computing Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- 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
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- Identify what is appropriate and inappropriate behaviour on the internet
- Agree and follow sensible online safety rules, e.g. taking pictures, sharing information safely, storing passwords
- Seek help from an adult when they see something that is unexpected or worrying
- Demonstrate how to safely open and close applications and log on and log off from websites
- Recognise acceptable and unacceptable behaviour whilst accessing the computer suite
- Identify a range of ways to report concerns about content and contact
- To use Microsoft Teams and Century.com safely, respectfully and responsibly and will be given weekly opportunities to access these platforms in class as part of the school's blended learning opportunities
- Reflect on their own digital footprint and behaviour online
- Identify what is appropriate and inappropriate behaviour on the internet
- Recognise the term cyberbullying and what it means
- Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.
- Seek help from an adult when they see something that is unexpected or worrying
- Demonstrate understanding of age-appropriate websites and adverts

## **Role of coordinator:**

- To be enthusiastic about computing and demonstrate good practices.
- To work alongside colleagues in planning where needed (progress and activities).
- To work alongside teachers in the classroom (this will depend on release time and other available help).
- To coordinate and arrange staff in-service training as required.
- To audit resources,
- To manage the computing budget.
- To "sample" the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning of computing
- To provide guidance on the implementation of the computing policy.
- To suggest appropriate assessment activities where needed.
- To provide support to those colleagues who request/require it, including help with planning and organisation.
- To monitor the planning and delivery of lessons.

## **Intent**

- Meet the requirements of the National Curriculum programmes of study for computing.
- Provide a relevant, challenging and enjoyable curriculum for computing for all pupils.
- 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.
- Pupils have equal access to devices to enable them to fully participate in the activities involved in remote learning
- Pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Pupils are responsible, competent, confident and creative users of information and communication technology
- Pupils can continue their education remotely, using Microsoft Teams, Century and TimesTableRockStars as a teaching and learning platform

## **Let your light shine in computing**

Through the teaching of computing at Kibworth Primary school, we aim to ensure the children are equipped to deal with the demands of the 21st century and become lifelong learners.

The use of technology throughout the curriculum enables children to develop skills that are vital for success in later life, such as:

- collaboration
- communication
- care
- problem-solving
- resilience
- perseverance
- team-work

These key skills will hopefully lead to success for our children in a digital world. In studying computing, pupils experience a variety of approaches to their learning including:

- Teacher demonstrations
- Individual and shared use of digital devices
- Collaborative work
- Open-ended investigation
- Exposure to new and exciting technologies
- Regular opportunities to apply digital knowledge and skills as part of other areas of the curriculum

## **Implementation**

### **The Foundation Stage:**

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments

should feature Computing scenarios based on experience in the real world, such as role play. Children are also taught how to use ipads, interactive whiteboards, desktop computers as part of their wider curriculum. They are also introduced to key components of a computer such as a mouse, keyboard and monitor, as this links to their future learning in KS1. Recording devices are used to support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

### **Content for Key Stage 1 and 2 and curriculum coverage:**

Across both key stages the computing context can be taught either discreetly or as part of a topic where appropriate.

#### **By the end of key stage 1 pupils should be taught to:**

- 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.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- 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.

#### **By the end of key stage 2 pupils should be taught to:**

- Design and write 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; generate appropriate inputs and predicted outputs to test programs
  - Use logical reasoning to explain how a simple algorithm works 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; and the opportunities they offer for communication and collaboration
  - 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.

### **Progression and continuity of key knowledge or skills:**

#### **Online Resources for use at home:**

- Times Tables Rockstars
- Oxford Owl
- Accelerated Reader
- Century Tech
- Spelling Shed
- Numbots
- Microsoft Office
- Rising Stars Reading Planet

Pupils have passwords that can be used to access these sites. Pupils have been shown how to use them and how to keep their passwords safe from others.

### **Inclusion: Provision for more able, SEND, EAL etc:**

At Kibworth Primary School, we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. All children are made to feel as though they belong in our school and that starts with the curriculum. We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. Teachers identify children who are more able in the area of computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of ICT and computing both in specific computing lessons and in using ICT in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of computing.

### **Health and Safety:**

The school is aware of the health and safety issues involved in children's use of ICT and computing. An electrical inspection is carried out in school every \_\_\_\_ years by \_\_\_\_ on behalf of Discovery Schools Trust. Portable electrical equipment in school is tested by the site manager every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the computing technicians.

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- safety guidelines in relation to IWBs will be displayed in the classrooms
- e-safety guidelines will be set out in the e-safety policy & AUP

### **Assessing progress:**

Children's progress will be monitored using informal assessment i.e. observations, marking of work and questioning children to identify what they have understood.

Individual trackers will be completed by the class teacher, recording which children are working towards age related expectations and those working above. These assessments will be made termly. This information can then be relayed to the next year group during handover.

Individual progress is also reported back to parents on a termly basis, either through parents' evenings or a written report.

### **Role and Responsibilities**

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

### **Class Teachers**

It is the responsibility of each class teacher to ensure that their class is taught all elements of the computing curriculum as set out in the National Curriculum programme of study.

### **All Staff**

It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues (see acceptable use policy and on-line safety policy).

### **Advisory Board**

All advisory board members are interested in the development of computing to promote high quality teaching and learning in the school. The subject lead liaises with the headteacher to report back to the advisory board with any findings or developments. Computing is part of the annual advisory board engagement day.

### **Training**

All staff, including managerial and administrative staff, receives support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

### **Security**

The computing technician will be responsible for regularly updating anti-virus software.

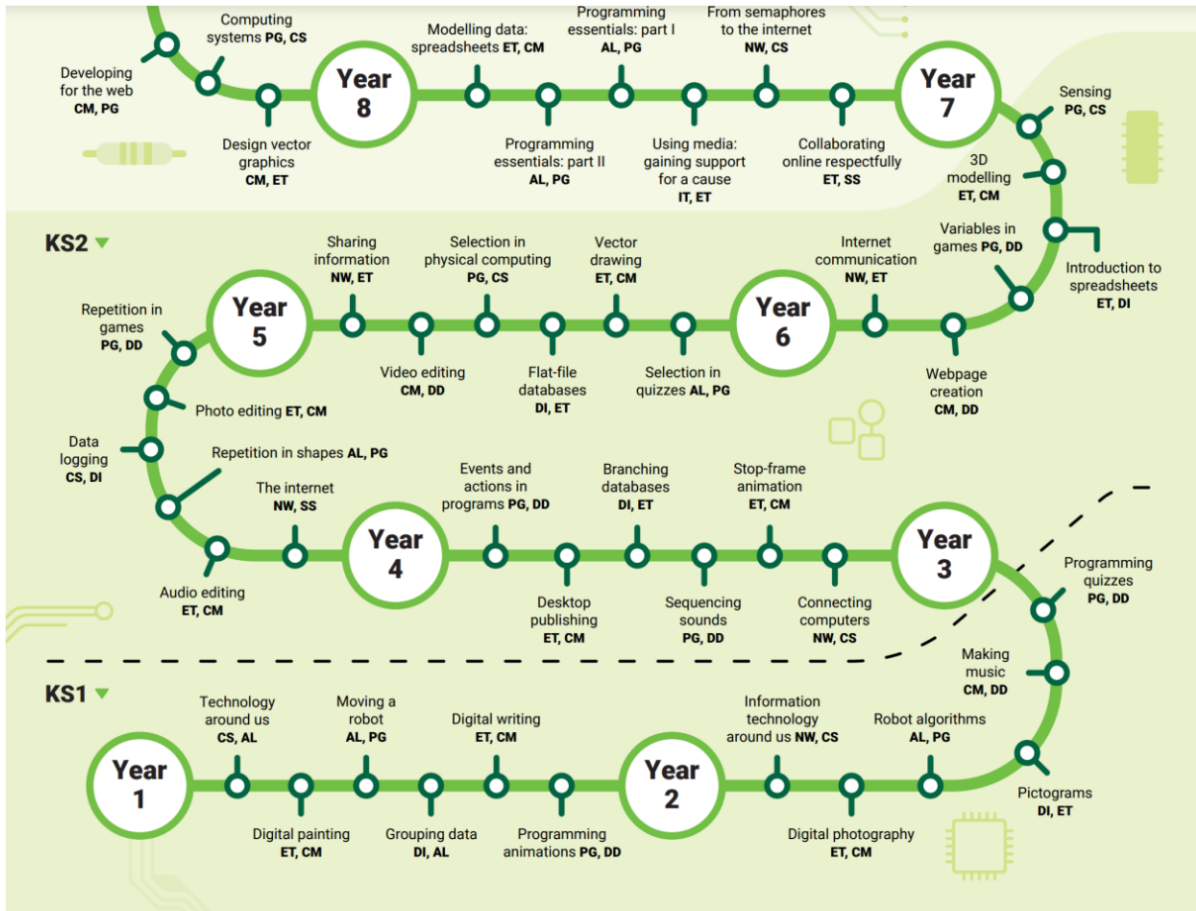
The subject leader will be responsible for reviewing daily internet logs.

Use of computing equipment will be in line with the school's 'acceptable use policy'. All staff must sign a copy of the schools policy annually.

- Children sign a 'Online Ownership agreement' form when they enter the school in EYFS.
- Parents will be made aware of the 'acceptable use policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

### **Teach Computing**

Teach Computing Curriculum teaching resources ([teachcomputing.org](http://teachcomputing.org)) Primary education - key stage 1 and key stage 2 The primary Teach Computing Curriculum is a spiral curriculum, which means topics like programming are taught every year for 6 to 12 weeks. The units and their curriculum year group assignment are given in table 1; however, these are flexible. For example, you may want to focus on ensuring that your Year 6 students have a grounding in programming, so you could focus on teaching the Year 3 unit 'Sequence in music', the Year 4 unit 'Repetition in shapes', and the Year 5 unit 'Selection in quizzes'. These units will cover the required concepts, regardless of year group assignment. Alternatively, you may wish to teach the Year 7 unit 'Programming essentials in Scratch' (part 1 and part 2), as it is designed to enable transitions and to ensure a baseline knowledge of key concepts. Some units are available as video lessons from Oak National Academy in addition to being accessible from [teachcomputing.org](http://teachcomputing.org).



**What is Project EVOLVE?**

ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. This vast library of content is managed by an innovative new engine, designed by the brilliant SWGfL Web team, that not only makes navigating the content intuitive but allows users to personalise the content they collate. Just need a research summary on a topic? What about a lesson plan with stimulus questions? How about activities for pupils and students? Professional development materials for your staff at the press of a button or screen tap. It has been designed with customisation and flexibility at its heart. The vibrant new content has been written by a team of experts here at the UK Safer Internet Centre. It's up to date; relevant and engaging and moves online life education into the third decade of the 21st century

[ProjectEVOLVE - Education for a Connected World Resources](#)

**Policy review:**

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| <b>Review Date:</b> | <i>This policy will be reviewed every year by the computing lead.<br/>Any suggested amendments will be presented to the Advisory Board for approval.</i> |
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