LEARNING TOGETHER TO BE OUR BEST

DOVER PARK PRIMARY SCHOOL

Computing Policy

Date agreed: September 2021

Review date: September 2023

Signed: _____

Chair Board of Governors

DOVER PARK PRIMARY SCHOOL
Computing Policy

1 Aims and objectives

1.1 Computers are changing the lives of everyone. Through teaching Computing, we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computer skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of computing in our school, in line with the National Curriculum, are to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- 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.

2 Teaching and learning style

2.1 As the aims of computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. It is necessary to give children direct instruction on how to use hardware or software but as soon as is possible, the main emphasis of our teaching is child centred exploration.

2.2 We recognise that all classes have children with widely differing abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- evaluating the progress of pupils and grouping them appropriately from lesson to lesson;
- providing resources of different complexity that are matched to the ability of the child, from SEN to our more able pupils.
- using classroom assistants to support the work of individual children or groups of children.
- encouraging learning at home by promoting use of free and subscribed software and tools.

3 The Computer Curriculum: Planning

3.1 The Leader for Computing and has ensured that our planning for Computing provides complete coverage of the 2014 National Curriculum and allows for learning at greater depth in all year groups especially with regard to Computer Science skills. These are the areas of Computing that we teach:

E-safety

Explored at least once each term in each year group using resources from www.commonsensemedia.org. Regular reminders through assemblies, during lessons and through posters and newsletters (also see e-safety Policy).

Digital Literacy
As pupils progress through the school they revisit software and programmes regularly, deepening their skills each time. With thanks to Phil Bagge (Computing Inspector/Advisor working for Hampshire Inspection & Advisory Service) for permission to use and link to his development of skills documents. http://code-it.co.uk/dlplanning

Information Technology
Pupils gain an understanding of how different IT systems (e.g. the internet, networks, databases) work using online and offline activities. With thanks again to Phil Bagge. http://code-it.co.uk/

Computer Science
By focusing primarily on one piece of programming/coding software (Scratch) pupils will gain greater understanding and application of the fundamental principles of computer science. With sincere thanks again to Phil Bagge. http://code-it.co.uk/

3.2 We carry out the curriculum planning in Computing and media in three phases (long-term, medium-term and short-term). The long-term plan maps the topics that the children study in each term during each key stage. The leader for Computing maps out the long term plans at the beginning of each academic year. Our long-term plans show how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan. The long term plans are based on the published work of Computing Advisor and Inspector Phillip Bagge www.code-it.co.uk.

3.3 Our medium-term plans give details of each unit of work for each term and can be seen in Discover Learning Plans. They identify the key learning objectives for each unit of work.

3.4 The class teacher is responsible for writing the short-term plans and these are largely based on the work of Computing Advisor and Inspector Phillip Bagge. The learning objectives for these can be seen on the teacher's weekly timetable. More specific lesson plans to aid lesson content can be found by following the links on the long term planning at www.code-it.co.uk.

3.5 The topics studied in computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly engaged and challenged as they move up through the school.

https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study

4 Foundation Stage

4.1 We teach computing in the Reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, digital camera and video camera. They also have access to control toys. VTech tablets are used for the indoor and outdoor environment providing children with access

to making their own videos, using animation and updated apps supporting all areas of the curriculum. Children are tech savvy when they come to school and our up to date equipment enables them to thrive and learn new skills.

5 The contribution of Computing in teaching other curriculum areas

5.1 At Dover Park, we make a clear distinction between teaching the skills of computer science and the application of the skills in other subjects. When the children research and use the information to share information using Microsoft Office software, for example, they are engaged in applying the Digital Literacy elements of the computing curriculum.

5.2 Digital Literacy

Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software, and enter competitions to publish work online.

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6 Teaching Computing to children with special needs/gifted and talented

6.1 At Dover Park we teach Computing to all children, whatever their ability. It forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. The use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. Individual children can access their own laptop in addition to their exercise book when needed. When planning work in computing, teachers take into account the targets in the children's Pupil Passports. We provide extension tasks and more challenging work for more able children. We provide opportunities for the children review and design games for other children, writing and editing code by problem solving and debugging.

7 Assessment and recording

7.1 In Year 1 it is necessary for the teacher to record photographs and screenshots of projects completed on Scratch Junior and also the learning journeys taken using Bee-Bot control technologies. For years 2-6 each pupil has a folder on the school network in which projects can be saved. Feedback to pupils will be predominantly verbal within lessons. For Scratch projects, pupils are encouraged to record their own assessments of their work on learning objectives pro-formas that form part of the planning documents and resources. Teachers are able to annotate these as the lessons progress with their own assessments and a final project comment.

7.2 The subject leader will monitor and save portfolios of pupils work for each topic or project within the curriculum, keeping a portfolio of good examples of outcomes for all levels of attainment for use as a reference by teachers when teaching that particular project.

8 Resources

8.1 Every classroom has an interactive board to be used by teachers and students. Three Wi-Fi 'I-Board Touch' are in use across the school. These four-point multi-touch LED displays come with anti-glare capacity are mobile enough to be moved around the classroom. Classes have access to over 60 portable windows based laptops which are due to be upgraded during the academic year 2017-18.

There is also access to 30 tablet computers which are predominantly used by key stage 1 to access Scratch Junior software.

Other resources include static towers in most classrooms, programmable toys, such as K'nex Data Harvest fairground, bee-bots, roamers, remote control cars, Big Trax. Digital cameras and flip-cams can be used for filming and editing or printing. Batteries and chargers, leads, plugs and accessories are all kept in a secure storage cupboard.

8.2 Internet Safety Rules

We use the SMART internet safety rules in all of our classrooms and regularly in E-safety lessons and assemblies.


Be Smart on the internet
Childnet International
www.childnet.com
S
SAFE
Keep safe by being careful not to give out personal information when chatting or posting online. Personal information includes your email address, phone number and password.
ZIP IT
M
MEETING
Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.
A
ACCEPTING
Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!
BLOCK IT
R
RELIABLE
Someone online might lie about who they are, and information on the internet may not be true. Always check information with other websites, books or someone who knows.
T
TELL
Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.
You can report online abuse to the police at www.thinkuknow.co.uk
THINK U KNOW
FLAG IT
www.kidsmart.org.uk
KidSMART
Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

9 Responsible Use

9.1 Guided Educational Use

Significant educational benefits should result from curriculum Internet use including access to information from around the world and the ability to communicate widely and to publish easily. Internet use should be planned, task-orientated and educational within a regulated and managed environment. Directed and successful Internet use will also reduce the opportunities for activities of dubious worth.

9.2 Risk Assessment

21st century life presents dangers including violence, racism and exploitation from which children and young people need to be protected. At the same time, they need to learn to recognize and avoid these risks in order to become "Internet wise". Schools need to ensure they are fully aware of the risks, perform risk assessments and implement a policy for Internet use. Pupils need to know how to cope if they come across inappropriate material. Dover Park Primary School staff receive regular and up-to-date training with regard to the PREVENT programme and our E-safety work with pupils reinforces the risks that internet access can present to users and appropriate strategies for how to deal with material that is uncomfortable or threatening.

9.3 Responsibility

Internet safety depends on staff, schools, governors, advisers, parents and, where appropriate, the pupils themselves taking responsibility for the use of Internet and Associated communication technologies. The balance between education for responsible use, regulation and technical solutions must be judged carefully.

9.4 Responsible Use Policy

The school's Responsible Use Policy can be found on its website www.doverpark.co.uk

DOVER PARK PRIMARY SCHOOL

Dear Parents/Carers

Responsible Internet Use

As part of your child's curriculum and the development of computer skills, Dover Park Primary School is providing supervised access to the Internet. We believe that the use of the Web and e-mail is worthwhile and an essential tool for children as they grow up in the modern world.

Please would you read the rules for responsible Internet Use and sign and return the consent form so that your child may use Internet at school.

Although there have been concerns about pupils having access to undesirable materials, we are taking positive steps to deal with this risk in school. Our school operates a filtering system that restricts access to inappropriate materials,

Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials the school cannot be held responsible for the nature or content of materials accessed through the Internet. The school will not be liable under any circumstances for any damages arising from your child's use of the Internet facilities.

I enclose a copy of the rules for Responsible Internet Use that we operate at Dover Park.

Should you wish to discuss any aspect of Internet use please telephone me to arrange an appointment.

Yours sincerely

Headteacher

DOVER PARK PRIMARY SCHOOL

Responsible Internet Use

Please complete, sign and return to the school office

Pupil: **Class:**

Pupil Agreement

I understand the school rules for responsible Internet use. I will use the computer system in a responsible way and obey these rules at all times.

Signed: **Date:**

Parent Consent

I have read and understood the school rules for responsible Internet use and give permission for my son or daughter to access the Internet. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

Signed: **Date:**
Please print name:

Parent's Consent for Web Publication or Work and Photographs

I agree that, if selected, my son/daughter's work may be published on the school Web site. I also agree that photographs that include my son/daughter may be published subject to the school rules that photographs will not clearly identify individuals and that full names will not be used.

Signed: **Date:**