"Enabling life in all its fullness"

"I came that you may have life, life in all its fullness" (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Computing Policy

Computing Policy 2022

Our intent:

The most important thing about Computing is connecting with others

We are informed about e-safety

We are confident in digital literacy

We are masters of technology

And it helps us to see a rapid changing world through technology's eyes

But most important thing about Computing is connecting with others

We recognise that children have a natural curiosity for everything which happens in the world around them. We intend to nurture their curiosity for the developing technological world and inspire a love for this area in a purposeful, stimulating environment which promotes challenge, independence and high achievement. Opportunities for computing at our school will equip all learners with the experiences and skills of IT that they will use in a rapidly changing technological world. Learners in our environment will be confident and independent in their use of IT to solve problems across the curriculum

Our implementation:

Our school delivers the National Curriculum objectives through a balance of practical and theoretical lessons. We ensure curriculum coverage and progression by teaching the programmes of study as set out in the National Curriculum. More detail can be found in the skills and progression documents located in the Computing area of the Shine curriculum on our website http://www.akps.org.uk/about/akps-shine-curriculum/

Our **Early years pupils** have opportunities to use technology, to solve problems and produce creative outcomes. In particular, children use the interactive white board to enhance daily learning. They develop early programming skills by using Beebots and capture their play through photos and videos using cameras. Children take part in regular internet safety discussions throughout the year.

Aims:

- To understand and apply the fundamental principles and concepts of computer science.
- Analyse problems in computational terms
- To be able to evaluate and apply information technology, including new and unfamiliar technologies.
- Computing activities meet the requirements of the Foundation Stage Curriculum and National Curriculum.
- Children, parents, staff, governors and the wide community have relevant and meaningful experiences using computing.
- Children have a growing awareness of how computing is used in the world around them and of the benefits that it provides.
- IT is used to support problem solving and learning across the curriculum.

Our impact:

We observe children during independent activities to see their understanding of what has been taught and ask questions to further deepen their understanding and thinking skills. Relevant, purposeful discussion and questioning as a whole class, or in groups or pairs, is wholeheartedly encouraged.

Children are encouraged to evaluate their own and other's word in a positive and supportive environment. Information is shared with appropriate stakeholders through display, celebration events, newsletters, reports, and the school website.

Monitoring in computing involves, lesson observations and/or learning walks, providing opportunities for pupil voice and analysing data. We do this in order to ensure correct curriculum coverage, share good practise, encourage a high quality of teaching and learning as well as ascertaining children's attitudes to learning computing. This information is then used to inform further curriculum developments and provision is adapted accordingly.

Learning styles and the learning environment:

Learning in computing is based on:

- planning that takes account of differentiation and progression;
- consideration of learning styles and backgrounds;
- questioning and investigations to challenge children's thinking and learning;
- the creation of stimulating learning environments;
- independent learners having access to a variety of resources and being encouraged to reflect on the choices that they have made.
- Children will have computing experiences both with and without the use of devices.

Assessment

At AKPS, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Attainment is assessed summatively at the end of each unit of work against the requirements of the National Curriculum. This is reported to the next teacher. Pupils achievements in the subject are reported to parents on the end of year report.

Computing is assessed at the end of every unit, using the criteria provided from 'Teach computing'. Where possible work should be saved in folders the children have, this may include photographs, videos or screenshots. Examples of work from each unit is saved on the staff drive. This again may include screenshots, photographs, videos and documents created by the children. These examples should contain a range of attainment.

We observe children during independent activities to see their understanding of what has been taught and ask question to further deepen their understanding and thinking skills. Relevant, purposeful discussion and questioning as a whole class, or in groups or pairs, is wholeheartedly encouraged.

Inclusion and Equal Opportunities

Children's individual needs will be addressed through provision of resources, learning styles and questioning. All stakeholders will promote positive use of devices. All learners have the opportunity to develop their computing capability.

Home, school and community links

Computing developments and achievements are shared and a positive relationship fostered with home, school and the wider community.

Resources

Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum. A computing asset register is maintained for hardware and software used by the school. The school's computing technician (Oakford) is responsible for the safe installation of software purchased by the school. School employees will be mindful of the licensing implications involved in the use of the software installed on systems at all times.

Roles and responsibilities

All stakeholders will work together to ensure the implementation of the computing policy. All school staff are responsible for informing the computing subject leader of any issues or requirements related to teaching and learning in computing including faults related to equipment used to teach computing.

In addition the computing subject leader is responsible for:
- monitoring curriculum coverage and the impact of learning and teaching through classroom observation and overseeing the scheme of work;
- maintaining and ordering relevant resources for the computing curriculum e.g. licences, software, comsumables;
- supporting staff, keeping them updated on developments and planning in computing during informal discussions, staff meetings and INSET days;
- auditing and addressing staff training needs;
- writing and maintaining the computing, eSafety, Internet and Acceptable Use policies;
- maintaining a portfolio of computing work within the school for monitoring and assessment purposes;
- maintaining a computing asset register for hardware and software used by the school.

The computing technician (Oakford) is responsible for:
- maintaining all computers and servers
- installing software on the school systems in line with licensing regulations.

(Further responsibilities are detailed in the support contracts held by the school's business manager).

Health and safety

Age appropriate class and safety rules are displayed in the learning environment. Staff are expected to follow the school's safety, internet and computing acceptable use policies. Devices and equipment are maintained to meet agreed safety standards.