

## Computing Policy

### School Intent

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed over time. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

Intent	Implementation	Impact
<p>At the John Harrox Primary School, we believe that children should leave primary school confident users of a range of digital devices. They should understand the advantages and disadvantages of the digital world in which we live in today. We should be celebrating, through the Global outlook, how greatly connected we are as a world through the power of the internet and how this can lead to greater cooperation and a sense of belonging to a global and local community. Through the creative outlook, as a school, we should be teaching children how technology is able to allow us the freedom to be creative through a range of media. We should be preparing the children for the jobs of tomorrow and showing the children how computers and computer networks can be used to support independence and foster</p>	<p><b><u>Time allocation</u></b> Every child across the school should be taught computing for an hour on a weekly basis. As a school we have 2 banks of iPads which can be booked out as well as a computer suite, in which every class has a weekly one-hour slot. Not all computing lessons will take place in the computer suite and some lessons will not require any technology.</p> <p><b><u>Planning</u></b> Computing planning is provided through medium and long-term plans which outline the topic, skills and progression needed:</p> <ul style="list-style-type: none"> <li>• The two-year Long-Term Curriculum Map (A/B) for each phase shows which aspect of computing is being taught and when.</li> <li>• Computing Curriculum Map shows coverage across the whole school in each area</li> <li>• The Progression Map shows the skills in each area of computing across the school.</li> <li>• Subject Specific Vocabulary</li> </ul> <p>As part of the planning process teachers use these resources to support them in;</p>	<p><b><u>Expected Outcomes</u></b> By the end of each key stage, pupils are expected to apply and understand the appropriate objectives from the National Curriculum program of study as well as the objectives covered by the schools computing progression map.</p> <p><b><u>Assessment</u></b> Teachers are to complete the assessment grids on a regular basis and the children are expected to keep a digital folder of work on the shared drive , which will be appropriately organised. iPad based learning tasks will be evidenced using the platform Seesaw. As the children will have their previous years work on the system, a clear progression of skills will be evident.</p>

<p>enterprise. By developing computational thinking, children will be developing a very important skill and one which will be greatly needed in later life. In a world where social media has become a much larger part of our lives, children must be aware of the advantages as well as dangers of social media. As a school, through our healthy outlook, we must ensure that children are equipped with a range of tools to be able use social media and the internet as a whole safely. Through this, we aim to create caring, considerate and courteous users of technology.</p>	<ul style="list-style-type: none"> <li>• Planning a sequence of lessons (including vocabulary) becoming the building blocks of knowledge over time.</li> <li>• Challenge questions for children to apply their learning, reflect, and evaluate their work.</li> <li>• A means to display and celebrate the pupil's computing work in the computer suite.</li> </ul> <p>Throughout all computing lessons, the basic computing skills of turning computers on and off correctly and appropriate file management must continue to be addressed where necessary.</p> <p><b><u>Teaching and Learning</u></b></p> <p>At the John Harrox Primary School, computing is taught through stand alone lessons, such as coding using Lego WeDo, as well as using a cross curricular approach, such as creating PowerPoint presentations about a history unit.</p> <p>The teaching of digital Literacy is essential across the school and is explicitly taught after Christmas when the children may have recently acquired new technology. However, regular consolidation of the children's understanding of online safety is applied throughout the computing curriculum. Standalone lessons online-safety lessons, as well as outside agency sessions delivered by the Stay Safe Partnership, may be taught if the need arises. The main framework for teaching digital literacy comes from the Education for a Connected World framework, with the Common Sense Media resources being used to secure the children's understanding.</p> <p>Every year, the children will be taught two computer science units which will be taught using Beebots, Lego WeDo, Scratch or Micro-Bits, depending on which phase it is being taught in the school. Children will also develop their understanding of information technology by being taught how to use both the Microsoft Office suite and Apple based office suite in each phase of the school. This will ensure the children are confident in using both systems by the time they leave The John Harrox Primary School.</p>	<p><b><u>Monitoring, Evaluation &amp; review</u></b></p> <p>All staff and governors on a regular basis should review this policy. To ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training, the computing co-ordinator keeps an updated record of developments and monitors progress within this curriculum area.</p> <p>This policy will be reviewed in 2026. Evaluation of the policy and practice will take place annually.</p>
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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. Early years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the computers or program a toy. Opportunities are also provided for the children to take photographs of their own learning for their EYFS profiles.

### **Resourcing**

As a school, units are planned by the staff and supplemented using resources from Common Sense Media, National Centre for Computing Education. Scratch, MakeaCode etc. Planning is reviewed on a regular basis.

The John Harrox Primary School is well equipped with digital devices including:

- A computer suite with 16 computers
- 2 trolleys of iPads - with 30 iPads each
- A set of Beebots
- A class set of Lego WeDo kits
- A class set of Micro-Bits kits

### **Equal Opportunities & Inclusion**

We are an inclusive school and differentiation is incorporated into planning so that the children build upon prior learning, giving children of all abilities the opportunity to develop their skills, knowledge and understanding. We also build in progression into the scheme of work so there is an increasing challenge for the children as they progress through school. This is reflected in our school intent.

Every child has the right to learn about the technological world in which we live in. Both the iPads and the computers can be adapted through their accessibility functions to support children with additional needs.

### **Enrichment & Extension**

There are many opportunities for children to extend themselves through computing. By creating an open-ended challenge when computer programming or introducing the appropriate use of animation in a PowerPoint, the children are able to extend their learning.

**Links to other subjects**

Our curriculum enables us to teach in a cross-curricular manner where appropriate. Throughout school, Computing is taught both discretely and in a cross-curricular way. The curriculum can promote learning across the curriculum in a number of areas including:

- Maths - Data handling
- Art - Photography and collages
- DT - Programmable toys, 3D designs using sketch up, Mechanisms
- PSHE/RSE - online safety and digital literacy
- Other subjects where you may want to present your learning digitally.

**Role of Parents/Carers**

Parents/Carers play a vital role in supporting their child's safe use of technology at home. Due to this, as a school, we provide regular updates on online-safety issues as well as providing workshops for parents where possible.

**Link to specific outlooks**

Whilst computing links to all of the four outlooks as stated in the intent statement, it specifically relates to the enterprising outlook. Our curriculum aims to ensure that the children develop entrepreneurial skills, developing life skills and becoming independent thinkers.

Having an enterprising outlook encourages children to:

- Plan
- Generate ideas
- Take initiative
- Think creatively

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|  | <ul style="list-style-type: none"><li>• Take risks</li><li>• To present information</li><li>• To manage their time</li><li>• To be aware of the possibilities for their futures</li></ul> |  |
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