



Anchorholme Academy Primary Computing Policy



Adopted by Governors/HT: HT
Review period: 3 Years
Last review date: April 2021
Person responsible for policy: Miss C Wilson

Statement of Intent

At Anchorsholme Academy, we aim to deliver a high-quality computing education which equips pupils to thrive in the rapidly changing digital world around us. Our broad and balanced curriculum, encompassing computer science, information technology and digital literacy, allows for creative thinking and collaboration to be at the heart of what we teach. Our pupils learn how to create, and responsibly consume, the vast amount of content that technology has to offer. Anchorsholme Academy creates confident, curious and responsible users of technology through quality-first teaching.

Throughout this policy, we outline how we, as a school, deliver the requirements of the KS1 and KS2 computing programmes of study, and ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

1. Legal Framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - DfE (2013) 'Computing programmes of study: key stages 1 and 2'
- 1.2. This policy operates in conjunction with the following school policies:
 - Online E-Safety Policy
 - Safeguarding Policy

2. Roles and Responsibilities

- 2.1. The **Headteacher** will:
 - Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
 - Ensure that the Primary Computing Policy, as written, is disseminated by the Computing Lead to the Network Manager, teaching staff and parents, for implementation.
 - Hold the Computing Lead to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
 - Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.
- 2.2. The **Computing Lead** will:
 - Update the Primary Computing Policy as required.
 - Offer help and support to all members of staff in their planning, teaching and assessment of computing.
 - Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
 - Keep the Headteacher and other stakeholders, such as parents, informed about the implementation of the primary computing curriculum.
 - Attend appropriate in-service training as required.
- 2.3. **Teachers** will:
 - Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.

- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum. Encourage pupils to apply their computing knowledge and skills across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

3. EYFS

- 3.1. Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.

4. KS1

- 4.1. Pupils will 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.

5. KS2

- 5.1. Pupils will be taught to:
- design, write and debug 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
 - use logical reasoning to explain how some simple algorithms work 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
 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

6. Curriculum Delivery

- 6.1. The core requirements of the computing program of study will be delivered through the National Centre for Computing Education's Teach Computing Curriculum resources. This scheme is adapted for our setting to provide engaging learning experiences taught in context.
- 6.2. Computing is delivered by a specialist teacher through a weekly lesson in the Computing Suite. (KS1: 30mins a week, KS2: 60mins a week)
- 6.3. We currently possess 23 desktop computers, 17 laptops, 166 tablets, as well as further computing resources to support the delivery of the primary computing curriculum. To deliver engaging physical computing lessons, we have 30 V2 micro:bits and 9 Beebots. We have also purchased various packages and licenses/subscriptions to enhance our technology.
- 6.4. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.
- 6.5. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.
- 6.6. Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.
- 6.7. A Service Level Agreement (SLA) with Blackpool Council is in place, and all computing-related devices and related applications have access to the internet. This SLA will be reviewed at the end of its current 3-year agreement to ensure that the package in place remains sufficient for purpose, and that it continues to represent the best value for money.

7. Inclusivity

- 7.1. We provide carefully considered learning experiences and environments so all pupils can reach their potential. We achieve this in a variety of ways, including:
 - flexible pairing of pupils by ability. Groups can be successful at different stages of the task. Always having an extension task for stretch and challenge.
 - creating an inclusive classroom; minimising cognitive load, live modelling, routines, scaffolding available to all
 - high adult ratio to provide support where needed
 - adaptable layout of technology
 - personalised accessibility features on technology
 - seeking support from the SENDCo, as required.
- 7.2. Academically more able pupils may be asked to become 'digital leaders', mentoring and sharing their skills with others, both during computer lessons and through the Coding Club.

8. Assessment

- 8.1. Pupils' knowledge and understanding of the primary computing curriculum is assessed regularly.
- 8.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

- 8.3. Summative assessment reviews pupils' progress and abilities, and is undertaken at the end of each unit, term and school year via a number of means, including but not limited to:
- End of unit tests.
 - Portfolios.
 - End of year tests.
 - KS1 and KS2 national curriculum tests.
- 8.4. Samples of work will be saved; stored in classrooms and on the school network.

9. Staff Training

- 9.1. The Computing Lead is responsible for the identification and delivery of staff training requirements.
- 9.2. Staff training requirements will be met by:
- Auditing staff skills and confidence in the use of computers and IT on a regular basis.
 - Arranging top-up training for individual staff members as required.
- 9.3. The Computing Lead will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

10. Extra-Curricular Clubs

- 10.1. Throughout their time at Anchorsholme, pupils will have access to following opportunities (plus further opportunities ad-hoc not stated):
- Coding Club
 - Creative Computing Funky Friday sessions
 - Digital Leadership