

**Over Hall Community School**

Computing Policy

# Statement

Over Hall School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

**Equality and Diversity at Over Hall Community School.**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

* Being respectful.
* Always treating all members of the school community fairly.
* Developing an understanding of diversity and the benefits it can have.
* Adopting an inclusive attitude.
* Adopting an inclusive curriculum that is accessible to all.
* Encouraging compassion and open-mindedness.

**Curriculum**

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool.

# Aims & Objectives

Our aims:

* Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
* Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
* Provide technology solutions for forging better home and school links.
* Enthuse and equip children with the capability to use technology throughout their lives.
* Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
* Utilise computational thinking beyond the Computing curriculum.
* Give children access to a variety of high quality hardware, software and unplugged resources.
* Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
* Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).
* Instil critical thinking, reflective learning and a ‘can do’ attitude for all our pupils, particularly when engaging with technology and its associated resources.
* Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

# Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

* Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
* Pupils gain confidence, control and language skills through opportunities to ‘paint’ on the interactive board/devices or control remotely operated toys.
* Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
* Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

**Key Stage 1 outcomes**

* Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
* Write and test simple programs.
* Organise, store, manipulate and retrieve data in a range of digital formats.
* Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

**Key Stage 2 outcomes**

* Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
* 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.
* 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.
* 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.
* 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.

**Assessment**

* Tracking of attainment by teachers is done through the unit assessment quizzes on Purple Mash.
* Staff provide attainment data at the end of the academic year.
* Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
* Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
* Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children’s portfolios on Purple Mash.

**Safeguarding: Online safety**

Online safety has a high profile at Over Hall and that pupil needs are met by the following:

* A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
* Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
* Data policies which stipulate how we keep confidential information secure. A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
* Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available if requested.
* Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
* Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
* Scheduled pupil voice sessions and learning walks steer changes and inform training needs. Filtering and monitoring systems for all our online access

# Scheme of Work & Planning

Computing is a foundation subject in the NC. Planning is in line with National Curriculum requirements for KS1 and KS2 and the Foundation stage curriculum. The new NC sets out the subject content of the Computing curriculum. School follows the Purple Mash scheme of work which ensures progress from Reception to Year 6.

# Computing and inclusion

We teach computing to all children, whatever their ability and individual needs. It is a subject that can be accessed by children with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language.

# Health & Safety

All equipment used is checked regularly to make sure that it is safe. Children are taught to use equipment safely, learning how to log on and off and how to store things appropriately.

# Resources

* The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them.
* A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
* Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
* An itemised list of all resources is kept up to date by the Computing Leader.
* The Computing Action Plan details any foreseen future resource procurement.

**Policy updated November 2022**