



## **SOUTHBOURNE JUNIOR SCHOOL**

### **Computing Policy**

#### **Vision**

*At Southbourne, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet. For this reason, we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.*

#### **Aims**

##### ***Computer Science***

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning.
- To develop children's understanding of technology and how it is constantly evolving.

##### ***Digital Literacy***

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices.
- To promote pupils' spiritual, moral, social and cultural development.

##### ***Information Technology***

- To develop ICT as a cross-curricular tool for learning and progression.
- To promote learning through the development of thinking skills.
- To enable children to understand and appreciate their place in the modern world.

#### **The Key Stage 2 Curriculum**

The National Curriculum has a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. It makes clear the three aspects of the computing curriculum; computer science (CS), information technology (IT) and digital literacy (DL).

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The National Curriculum states that pupils should be taught to:

	Statements
<b>Computer Science</b>	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
<b>Information Technology</b>	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
<b>Digital Literacy</b>	use technology safely, respectfully and responsibly
	recognise acceptable/unacceptable behaviour
	identify a range of ways to report concerns about content and contact.

In order to develop the Computing and ICT capability and understanding of each child, through our planning we will provide:

- Computing through all three strands taught within the classroom.
- Continuity throughout the school to ensure that experience and skills are developed in a cohesive and consistent way.
- Access to Laptops, Google Chromebooks and iPads within class.
- Experience of a variety of well-planned, structured and progressive activities.
- Experience cross-curricular links to widen children's knowledge of the capability of computing including safe use of the Internet and other digital equipment.
- Opportunities for children to recognize the value of computing and ICT in their everyday lives and their future working life as active participants in a digital world.
- Ensure that all children are able to access the curriculum by providing adaptive teaching.

By doing this we will fulfil the requirements of the National Curriculum.

## **Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)**

It is our policy to ensure that all children, regardless of race, class or gender, should have the opportunity to develop computing and ICT capability. We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing, using adaptations where needed.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social and cultural backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.

## **Assessment, Recording & Reporting**

As in all other subjects, children should be assessed and appraised of their progress in their understanding and applying of computing skills. Teacher assessments of computing capability will be recorded throughout the year and reported to parents at the end of each academic year. Staff should keep or save examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of each key stage. Formative assessment occurs on a lesson-by-lesson basis determined by the aims.

## **Role of the Subject Leader**

- Facilitating the use of ICT across the curriculum in collaboration with all subject leaders.
- Providing or organising training to keep staff skills and knowledge up to date.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the Computing and ICT curriculum and reporting to the headteacher and governors.

## **Internet Safety**

Internet access is planned to enrich and extend learning activities across the curriculum. However, we have acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies both in school and outside. An E-Safety Policy has been designed to protect all parties. To further ensure the safety of the children we will teach each class the rights and responsibilities of using the Internet. A link to the Online Safety Policy can be found on the school website. Additionally, an acceptable use letter is sent home each year.

## **Resources**

To enable regular and whole class teaching of Computing and ICT, teachers have access to a bank of Chromebooks, Laptops as well as iPads, Green Screens and a variety of physical coding equipment. Each class has a wall-mounted CleverTouch screen linked to a desktop computer on the school network.

**Reviewed & Updated** February 2023  
**Next Review** February 2026