

Computing Policy

Paget Primary School

2022

1. Introduction

1.1 The 2014 national curriculum introduces a new subject, computing, which replaces ICT. This represents continuity and change, challenge and opportunity. It gives schools the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.

1.2 Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

1.3 The Acceptable Use of ICT Policy and the E Safety Policies should also be read in conjunction with this policy.

1.4 Student will be taught Computing using the J2e scheme which has been implemented at the school. Staff have also had training and support sessions with the Computing lead and an external computing expert from Entrust.

2. The Nature of Computing

2.1 The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

The introduction makes clear the three aspects of the computing curriculum: **computer science (CS)**, **information technology (IT)** and **digital literacy (DL)**.

2.2 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.

3. Entitlement

3.1 The new National Curriculum states that pupils should be taught to:

	Key Stage 1	Key Stage 2
Computer Science	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>
Information Technology	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use search technologies effectively</p> <p>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</p>
Digital Literacy	<p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

3.2 In the Foundation Stage, the Information Communication Technology requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous and blocked units.

4. Implementation

4.1 At Paget Primary School, computing will be taught both as a discrete subject, and in a cross-curricular way when the opportunity presents itself.

4.2 Laptops and Computing iPads help pupils access the Computing curriculum, along with a range of other resources such as programmable toys.

4.3 The Computing subject leader and the Curriculum Development Lead will continually monitor the resources required to deliver the Computing element of the new National Curriculum.

5. Health and Safety

5.1 To avoid continuous focus on the screen, teachers should model at regular intervals.

5.2 Staff and pupils should avoid standing directly in front of the whiteboard projector.

5.3 The projector beam should not be looked at directly.

6. Assessment

6.1 Assessment of children's work in Computing is ongoing and is recorded using the school's assessment system. Achievement is reported to parents at the end of each academic year.

6.2 Children's work is saved to the server for reference throughout the year and lessons are documented in class logs.

7. Review

7.1 The Computing lead will review this policy in accordance with the development priorities stated in the School's Development Plan.

G Harris

January 2023