



## Computing Policy

### Computing INTENT statement

At Blackburn the Redeemer C.E. Primary school we want all our pupils to - Develop competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects. Develop the ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity. Develop an understanding of the connected nature of devices. Develop the ability to communicate ideas well by using applications and devices throughout the curriculum. Develop the ability to collect, organise and manipulate data effectively. Computing will be delivered through the Purple Mash scheme of work, with links being made to other programs of study, topics covered in class where appropriate and with a view to best prepare our students for further education and their role in society in the future.

### Aims

As a school we believe 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.

### We aim to:

- 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.

### **Safeguarding and Online Safety**

- Online safety is taught progressively from Year 1 up to Year 6.
- Online Safety is threaded throughout other curriculums, and embedded into their daily lives.
- 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. They are also directed to up to date information on how to keep their child safe online.
- Pupils, staff and parents have Acceptable Use Policies.
- Online activity is monitored and a system is used to block inappropriate content.

### **Curriculum**

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 1 to Year 6. The supporting materials for less confident teachers and video tutorials allow us to deliver fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. The flexibility that the scheme provides, and the clear progression of skills ensures that our children make progress and are challenged as they work their way through the school.

### **Early Years**

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.

### **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.
- 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.
- 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 worldwide web; and the opportunities they offer for communication and collaboration.
- 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.
- 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.

### **Assessment**

- Teachers regularly assess capability through observations, discussions with pupils and looking at completed work.
- Teacher use the assessment documents provided, which identify the end of year expectations for each year group, and assess against these termly. They identify children working below age related expectations, and those with the potential to be classed as a greater depth learner.

### **Inclusion**



At The Redeemer, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day.