

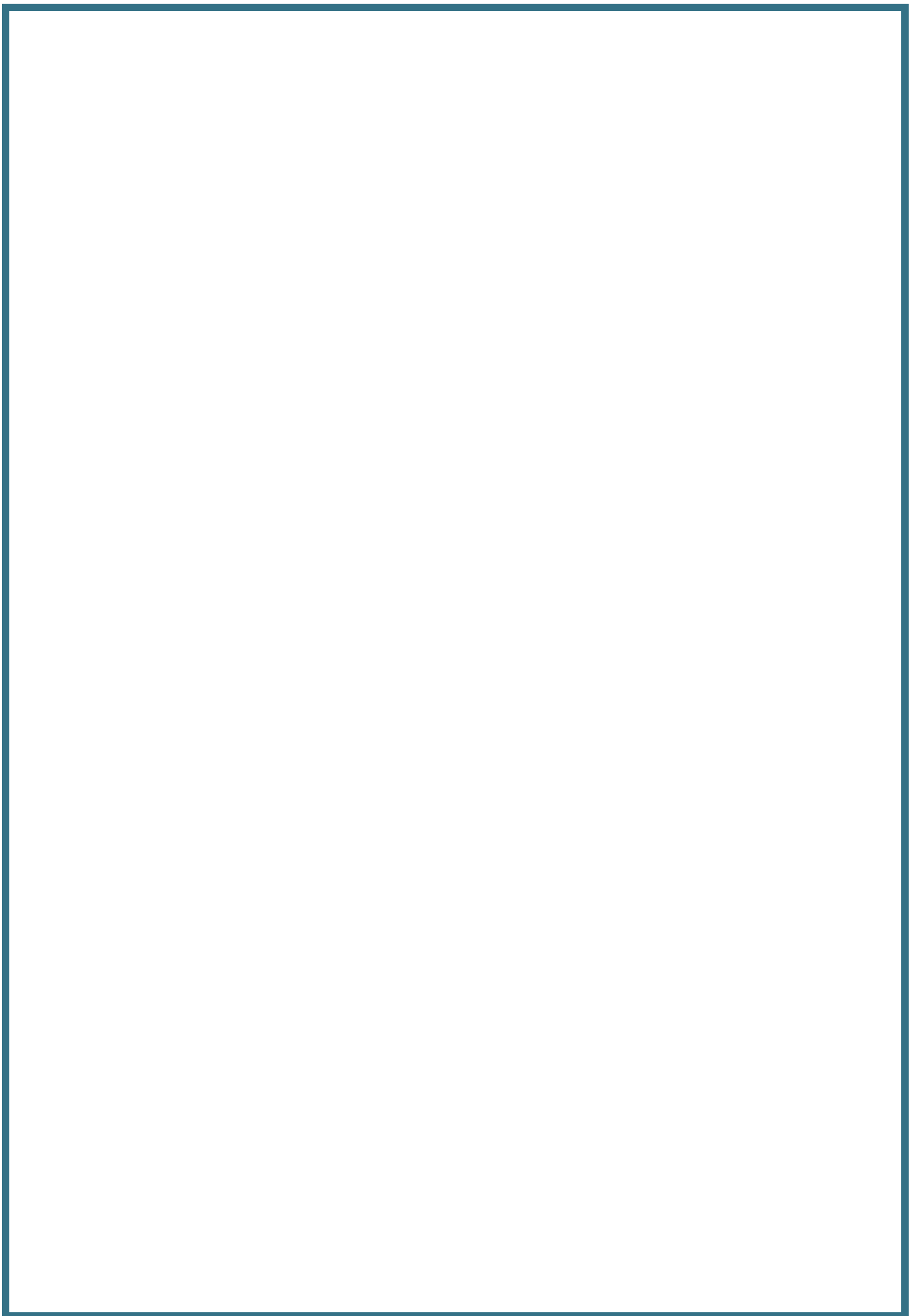
Cherry Tree Hill Primary School

Primary Computing Policy

Date of Policy to Governors: 24 September 2024

Minute Number: LGB1/24-25/16

Renewal Cycle: Annually in the Autumn Term



Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. EYFS
4. KS1
5. KS2
6. Curriculum delivery
7. Differentiation
8. Assessment
9. Monitoring and evaluation
10. Disposal of redundant ICT equipment

Statement of intent

At Cherry Tree Hill Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the KS1 and KS2 computing programmes of study, and to 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.

Vision Statement

“If we teach today as we taught yesterday, we rob our children of tomorrow.” John Dewey *philosopher, psychologist, and educational reformer*

Computing is an integral part of our everyday life and will play an immeasurable part in our children’s futures. At Cherry Tree Hill Primary School we strive to equip children with the understanding, skills, knowledge and confidence to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will enhance and extend all children’s learning across the whole curriculum whilst developing motivation, problem solving and social skills. Our computing curriculum is ambitious for all pupils and allows our children to develop our three core values of being safe, being a learner and being caring. Children will become independent and skilful users of digital technology and will be outward looking and forward thinking.

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 Safety Policy
- PSHE 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.
- 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 Subject Lead will:

- Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep up-to-date with new developments and training in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.

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.
- 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, and how they are implemented.
 - Create and debug simple programs.
 - Predict the behaviour of simple programs.
 - Create, organise, store, manipulate and retrieve digital content.
 - Recognise common uses of ICT beyond school.
 - Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

5. KS2

- 5.1. Pupils will be taught to:
 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
 - Use sequence, selection, and repetition in programs.
 - Work with variables and various forms of input and output.
 - Explain how some simple algorithms work, and how they can detect and correct errors.
 - Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
 - Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
 - Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.
 - Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns.

6. Curriculum delivery

- 6.1. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the resources and unit planning provided by the National Centre for Computing Education (NCCE).

- 6.2. The core requirements of online safety from the Relationship and Sex Education (RSE) statutory guidance will be taught through the NCCE units, Project Evolve and Jigsaw.
- 6.3. We use Chromebooks and iPads to support the delivery of the primary computing curriculum.
- 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.

7. Differentiation

- 7.1. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil.
- 7.2. I-Vengers will be selected from Years 5 and 6 to become 'digital leaders', mentoring and sharing their skills with others, around the topic of Online Safety.

8. Assessment

- 8.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed according to the provisions outlined in our Assessment Policy.
- 8.2. Ongoing formative assessment monitors pupil performance and progress during learning.

9. Monitoring and evaluation

- 9.1. We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
- 9.2. We will review this policy on an annual basis in line with our policy review schedule.
- 9.3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.

10. Disposal of redundant ICT equipment

- 10.1. All redundant ICT equipment will be disposed of through an authorised agency. This should include a written receipt for the item including an acceptance of responsibility for the destruction of any personal data. We will review this policy on an annual basis in line with our policy review schedule.

- 10.2. All redundant ICT equipment that may have held personal data will have the storage media over written multiple times to ensure the data is irretrievably destroyed. Or, if the storage media has failed, it will be physically destroyed. We will only use authorised companies who will supply a written guarantee that this will happen.
- 10.3. Disposal of any ICT equipment will conform to:
- The Waste Electrical and Electronic Equipment Regulations 2013
 - The Waste Electrical and Electronic Equipment (Amendment) Regulations 2018
 - Data Protection Act 2018
 - Electricity at Work Regulations 1989
- 10.4. The school will maintain a comprehensive inventory of all its ICT equipment including a record of disposal.