

# Woodlands Primary School



## COMPUTING POLICY & STATEMENT OF INTENT

<b>Status:</b>	Current	
<b>Date Adopted by Governing body:</b>		
Created by Eleanor Roe	February 2020	
<b>Review by Curriculum Committee:</b>	February 2022	2 years

## **1. Statement of Intent**

At Woodlands Primary School, we regard computing as an important subject to teach because of the ever-growing amount of technology in children's everyday lives. Through teaching a broad and balanced computing curriculum, we equip our children to participate in our rapidly-changing technology-focussed world. We follow the National Curriculum through the Knowsley Computing Scheme of Work. We aim to make computing accessible to all children and deliver lessons across a variety of technology, including laptops, Chromebooks and tablets.

The National Curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## **Implementation**

To ensure we cover the curriculum, each class has a weekly computing lesson taught by the class teacher or a HLTA and children will work in pairs or small groups to ensure each child has an opportunity to actively participate in the lesson. All year groups cover eSafety and a monthly online safety newsletter is distributed to parents. Being computer-literate can help children to increase their confidence and creativity and we intend to give children every opportunity to achieve this.

## **Impact**

Computing is recorded in a class book with examples of work from each lesson. Children save their individual work in their own folders and can access these across all school devices. Children are equipped with computational thinking that can support them both in school and beyond school. They will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully).

### **1. Teaching and Learning**

The curriculum covers 5 areas: creative technology; programming; digital research; e-safety and dad and networks. Lessons are taught in units of work and the skills are built on each year. Lessons are taught predominantly on laptops with children working in pairs. Chromebooks and tablets are also used where appropriate.

## **2. Assessment**

Assessment for computing is continuous throughout the lessons and in their evaluation. Lessons will be planned in blocks however they can be dynamic depending on the continuous evaluation of children as they progress through a block. Children will work in pairs in the lessons and will be encouraged to split the work equally between them. Assessment by staff (teacher and teaching assistants) will keep track of individual work. Children will save any work produced in their own folders.

Each lesson will have a lesson objective created from an objective in the computing national curriculum or from the Knowsley scheme and success criteria created to show the progress that will be made in a lesson. Children will know the objective and success criteria for each lesson and they will be clearly displayed in the class work book.

At the end of each unit, data will be inputted on INSIGHT Tracking which will enable teachers and the subject leader to keep track of the individual progress and achievement of each child and will highlight areas that require more teaching/time to become confident in.

## **3. Resources**

Resources for computing are kept centrally in the school so they are easily accessible for all classes. There are 16 children's laptops to be used for IT lessons kept in a locked cabinet in the main corridor. There are also Chromebooks and various tablets that can be used to complement the teaching. These are kept in locked cabinets in the library with the key accessible to all staff. A time table has been created so staff know when the laptops can be used to complement other lessons and can book out the Chromebooks and tablets to ensure there are enough available to teach. Apps that are required in the Knowsley curriculum are available on all children's laptops and staff laptops where requested.

## **4. Organisation**

Computing is taught as an isolated subject on a weekly basis, either by the class teacher or by an HLTA. It is taught in units of work set in the Knowsley curriculum and, where relevant, is linked to other curriculum subjects (such as design and technology). Information Technology may also be used in other curriculum areas to support learning, however this is kept distinct from and is in addition to the computing curriculum.

## **5. The National Curriculum**

### **KS1**

In Key Stage 1, pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

- 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.

## **KS2**

In Key Stage 2, pupils should be taught to:

- 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
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## **6. Equal Opportunities**

At Woodlands Primary School, we are committed to providing a learning environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teacher use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## **7. Inclusion**

All pupils are entitled to access the computing curriculum at a level appropriate to their needs.

To ensure inclusion, independent tasks and teaching are well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging computing curriculum.

## **8. Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To plan and regularly update the Computing Subject Action Plan.
- To ensure a full range of relevant and effective resources are available to enhance and support learning through the Knowsley curriculum.
- To monitor pupil work/books in computing and ensure that key knowledge is evidenced in outcomes, alongside and as supported by the SLT (Senior Leadership Team). This includes carrying out a book scrutiny for each unit of computing work.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of computing teaching.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the computing curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the lead governor for computing (providing appropriate support and challenge) and ensure that they meet at least three times every academic year (once every old term).

## **9. Displays**

The school promotes the displaying of computing work in the corridor areas. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

Appendix:

**Computing Overview**

	Creative Technology	Programming	Digital Research	e-Safety	Data & Networks
<b>Year 1</b>	<p>Unit 1 - Graphics</p> <p>Dazzle, Paint, Art App, Revelation Natural Art</p> <p>Unit 2 - Text</p> <p>Book Creator, Textease, Clicker 5/6</p> <p>Unit 3 - Audio</p> <p>EasiSpeak Microphones, iPad Apps, Talking Tins, 2Create a Story, Little Animals Activity</p>	<p>Unit 1 - Bee Bots</p> <p>BeeBot App, Floor Beebot, Focus on Beebot</p> <p>Unit 2 - Daisy Dino/Bee</p> <p>Unit 3 - Programming in the world around us</p>	<p>Unit 1 - Websites</p> <p>Unit 2 - Devices</p> <p>Electronic Microscope to magnify and observe a material or living organism, an interactive book, listening to a</p>	<p>Unit 1 - Real &amp; imaginary experiences on the</p> <p>Unit 2 - True or false?</p>	<p>Unit 1 - Pictograms</p> <p>Unit 2 - Technology</p>
<b>Year 2</b>	<p>Unit 1 - Sound recording</p> <p>Garage Band, Photostory, Easispeak Microphones</p> <p>Unit 2 - Video</p> <p>iMovie App, 2Create a Story, MovieMaker, Flip Cameras</p>	<p>Unit 1 - Bee Bots</p> <p>BeeBot App, Floor Beebot, Focus on Beebot</p> <p>Unit 2 - Daisy Dino</p> <p>Daisy Dino App</p>	<p>Unit 1 - e-mail</p> <p>Unit 2 - Navigating</p> <p>Infant Encyclopaedia, San Diego Zoo, Swiggle,</p>	<p>Unit 1 - Keep information safe &amp; secure</p> <p>Unit 2 - Is it reliable?</p> <p>Unit 3 - Passwords</p>	<p>Unit 1 - Branching database</p> <p>Textease Tree, lWB, ReTreeval</p> <p>Unit 2 - Technology</p>
<b>Year 3</b>	<p>Unit 1 - Graphics</p> <p>PicCollage, Paint</p> <p>Unit 2 - eBooks</p> <p>Textease, Word, Book Creator</p> <p>Unit 3 - Audio</p> <p>Puppet Pals, 2simple Music Toolkit, EasiSpeak Mics, iPads, 2Animate</p>	<p>Unit 1 - Daisy Dino/Onscreen turtle</p> <p>Daisy Dino, BeeBots, Textease Turtle</p> <p>Unit 2 - Lego</p> <p>Unit 3 - Lego We Do</p>	<p>Unit 1 - Blogging</p> <p>Wordpress</p> <p>Unit 2 - Internet Research</p>	<p>Unit 1 - Validity</p> <p>Unit 2 - Online behaviour</p>	<p>Unit 1 - Tables</p> <p>TextEase, Excel</p> <p>Unit 2 - Networks</p>
<b>Year 4</b>	<p>Unit 1 - Animation</p> <p>I can Animate (app and laptops)</p> <p>Movie Maker</p> <p>Unit 2 - Video</p> <p>iMovie, iPads, Flip Cameras, Movie Maker</p>	<p>Unit 1 - Onscreen turtle</p> <p>TextEase turtle</p> <p>Unit 2 - Lego We Do</p> <p>Added Extra - Blockly Maze</p>	<p>Unit 1 - Video</p> <p>Unit 2 - Specific searching</p>	<p>Unit 1 - Social networking</p> <p>Unit 2 - Behaviour online</p> <p>Unit 3 - Passwords</p>	<p>Unit 1 - Databases</p> <p>Textease Branch, Excel</p> <p>Unit 2 - Networks</p>
<b>Year 5</b>	<p>Unit 1 - eBooks</p> <p>iBook, Book Creator</p> <p>Unit 2 - Sound recording</p> <p>Garage Band, Audacity, EasiSpeak Mics</p> <p>Unit 3 - Combining media</p> <p>Movie Maker, I can Animate, Garage Band, PPT</p>	<p>Unit 1 - Probots</p> <p>Unit 2 - Scratch</p>	<p>Unit 1 - Internet Research</p> <p>Unit 2 - Copyright</p>	<p>Unit 1 - Privacy</p> <p>Unit 2 - Online citizens</p>	<p>Unit 1 - Data Collection</p> <p>Unit 2 - Cloud computing</p>
<b>Year 6</b>	<p>Unit 1 - Animation</p> <p>I can Animate, Monkey Jam</p> <p>Unit 2 - Video</p> <p>iMovie, Movie Maker,</p>	<p>Unit 1 - Probots</p> <p>Unit 2 - Scratch</p>	<p>Unit 1 - Blogging</p> <p>Unit 2 - Internet Research</p>	<p>Unit 1 - Report It</p> <p>Unit 2 - Stay SMART</p>	<p>Unit 1 - Data Collection</p>