Computing Policy

Black Firs School

Introduction
The use of computers and computer based systems is an integral part of the National Curriculum and is a key life skill. Computers, programmable robots, iPads, digital and video cameras are just a small number of the tools that can be used to create digital content.

At Black Firs Primary School we recognise that pupils are entitled to a broad and balanced computing education in order for them to develop the necessary computing skills to become digitally literate.

Creative Process
The age of our learners means that they are growing up during the digital age and computing needs to be brought alive for our children.

Whilst the creative process is a cycle that can begin at any point, we can find creative ways to do this through educational visits, practical investigations, and inspiring research projects and case studies.

We believe that impactful learning needs to happen holistically. We need to make computing relevant to our children so they gain an individual understanding of how it makes an impact on their lives today. Children need to understand that they are living in a time of continual change and new developing technologies.

Intent
Computing is the process of utilising computer technology to complete a task or process. It is concerned with how computers and computer systems work, and how they are designed and programmed. Children 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.

The Internet Access & Use Policy and the eSafety Policies should also be read in conjunction with this policy.

The Nature of Computing
The National Curriculum presents the subject as one lens through which children 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), Digital Literacy (DL)** and **Information Communication Technology (ICT).**

The core of computing is computer science, in which children 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, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures

that children 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.

Implementation
At Black Firs Primary School, Computing will be taught both as a discrete subject for skills acquisition & development and in a cross-curricular way for outcomes & impact when the opportunity presents itself.

The Computer Suite, PCs, Laptops and iPads distributed around the school will be used to help children access the Computing curriculum, along with a range of other resources such as programmable toys.

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

Implimentation in Early Years
It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature computing scenarios based on experience in the real world, such as in role-play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by computing toys such as sound buttons to help them enhance their play by incorporating pre-recorded sounds or recording their own sounds to use in their play.

Impact
Assessment of children's work in Computing is ongoing. The Staff feedback to parents through Earwig throughout the year.

Reporting
Reporting to parents is done on a termly basis at parent interviews.   In addition an annual report is sent home in July. The school uses "Earwig" as its on-going report system.

Children with SEND
Children with Special Educational Needs benefit from using ICT as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise ICT should be maximised.

Equal Opportunities
Please refer to the School Aims & Statement on Equal Opportunities.

Role Of Coordinator
- Highlight areas for the development of Computing within the School Development Plan.
- To assist the Headteacher with the purchase and maintenance of equipment and software licences.
- Ensure that all equipment is safe to use.
- Review and keep a record of Continuing Professional Development needs of all staff and provide suitable training opportunities.
- Disseminate relevant information to all members of staff.
- Keep up to date with developments and new technologies through relevant documents, magazines and internet sites.
- Ensure a whole school approach to the planning, recording and assessment of Computing.
- Ensure that this policy is successfully implemented throughout the school.
- Review and update this policy periodically.

Health & Safety (see also Health & Safety Policy)

The school is aware of the health and safety issues involved in children's use of ICT and computing. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the business manager or Headteacher who will arrange for repair or disposal.

- Children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- magnets must be kept away from all equipment
- e-safety guidelines are set out in the e-safety policy.

Review

The Coordinator, Headteacher and staff will review this policy in accordance with the development priorities stated in the School's Development Plan. Any suggested amendments will be presented to the Governing Body for discussion.