Edisford Primary School

Confidence. Persistence. Getting Along. Organisation. Resilience.

Computing Policy

A rich and engaging Computing curriculum prepares children for participation in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We believe that it is important to equip children with 'computational thinking' skills in order to prepare them for the workplace and to become effective participants of the digital world.

At Edisford, we recognise that Computer Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use these computing tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how computers and computer systems work. They will design and build programmes, develop their ideas using technology and create a range of content.

Our vision is for all teachers and learners in our school to become confident users of the changing technologies so that they can develop the skills, knowledge and understanding which enable them to use appropriate Computer Technology effectively as powerful tools for teaching & learning.

At Edisford, we aim to:

- provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- enable children to become autonomous, independent users of computer technology, gaining confidence and enjoyment from their Computing activities.
- equip children with skills for the workplace of the future that will require computing skills and digital literacy.
- give children access to a variety of high quality hardware, software and unplugged resources.
- instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- develop a whole school approach to Computing, ensuring continuity and progression in all strands of the Computing National Curriculum.
- ensure computers are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups.
- the systematic progression through Key Stages 1 & 2.
- that children in Early Years experience a range of programmable toys to support their learning and use the scheme to support learning.
- that the National Curriculum programmes of study and their associated strands and attainment targets are given appropriate coverage.
- that all children have access to a range of computer resources.
- that Computer experiences are focussed to enhance learning.
- that cross curricular links are exploited where appropriate.
- that children's experiences are monitored and evaluated.
- that resources are used to their full extent.
- that resources and equipment are kept up to date as much as possible.
- that staff skills and knowledge are kept up to date as much as it is possible.
- that children are supported in using IT equipment safely in school.
- that children receive informative and up to date lessons on online safety in school.
- that parents are supported in their knowledge on how to keep their children safe online at home.

Safeguarding : Online Safety

We give online safety a high priority at Edisford. We ensure:

- ensure children know how to work safely online in school and at home through relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums (e.g. PSHE/RSE) and embedded in the day-to-day lives of our pupils (Ambassadors, Marvellous Manners, House Assemblies, Thought for the Day, Year 6 police visit…).
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on our children.
- Pupil interviews, subject monitoring, learning walks and work with our ambassador team inform us of training needs.
- Parents and carers are kept up to date with relevant online safety matters, policies and agreements through our website, weekly newsflash, half termly newsletter, emailing/texting system.
- Acceptable Use Policies have been signed by parents, children and staff. Copies are freely available in our E-Safety Policy on our website.
- Our E-Safety and Safeguarding Policies clearly state how monitoring of online safety at school is undertaken and how any incidents are dealt with.
- Our filtering and monitoring system for all in-school online access is NETSWEEPER.
- Our Privacy Policy stipulates how we keep confidential information secure.

Intent

At Edisford, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which enable our children to become confident, safe users of computer technology. We are confident that the scheme of work meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years

We aim to provide our Reception children with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as walkie-talkie sets, remote control vehicles…
- During their dedicated Computing time (in small groups), children explore the 'Mini Mash' platform of Purple Mash. This is set up to mimic a Reception classroom and children are able to hone their trackpad and keyboard skills with a range of age appropriate games and activities. By the end of Reception, we aim for our children to be able to login to the Purple Mash/Mini Mash platform independently, choosing their own name from a class list and clicking on a two animal picture PIN.

Inclusion

At Edisford, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with SEND and EAL speakers. We place particular emphasis on the flexibility technology brings to enabling children to access learning opportunities, particularly children with SEND. With this in mind, we will ensure additional access to technology is provided throughout the school day, and in some cases beyond.

Implementation

We have a bank of 40 laptops for shared use between the whole school. A Computing timetable has been distributed so that every class has the computers for two hours in an afternoon every other week. Reception class have access to the laptops for small group work one day every week. Teachers all have their own class iPad, which may also be used for interventions or to allow pupils with SEND to fully access the curriculum.
We also have a small bank of Chromebooks to support children who have special educational

needs and additional needs (e.g. some children use these to access IDL for their reading and spelling).

Cross-curricular use is made of digital equipment through the use of iPads and Apple TVs to deliver our maths curriculum in a more interactive manner. This is both beneficial to teachers and pupils.

A long term plan has been devised by the Computing Subject Leader after discussion with the teaching team. Modules from the Purple Mash scheme of work have been sequenced to allow for a logical progression of children's learning, e.g. Year 1 children are introduced to the concept of computers following instructions through the '2GO' coding challenges. These challenges resemble bee-bots which they have used in Reception as part of their continuous provision. They then work through the more structured Year 1 coding module during the summer term, just before returning to coding at the start of Year 2.

A clear sequence of progression of skills is followed in each year group to enable children to constantly build on their key learning in Computing throughout their time at Edisford.

Impact – Subject Monitoring

- Computing is monitored each term by the subject leader. Any gaps in learning and continuous professional development for staff are identified and action is taken, e.g. further training for staff.

  Autumn term: work scrutiny and pupil interviews.

  Spring term: work scrutiny and pupil interviews.

  Summer term: work scrutiny and pupil interviews.

  Observations and team teaching are used strategically to support as appropriate.

  These are performed by the subject leader and fed back in SLT and staff meetings in a model of continuous improvement.

Impact - Assessment

- Formative assessment takes place during each session of Computing through interaction with children, concept maps and unit quizzes.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Children save their online work in their individual Purple Mash folder so that teachers may access this for marking, feedback and assessment purposes.

- Summative assessment is undertaken at the end of each unit, using the year group assessment criteria for that unit. Teachers use their formative assessment and assessment of children's saved work against the learning outcomes and success criteria to assess children.
- In Early Years, children's progress is assessed against a series of 'I can' statements, linked to the skills they have been learning, e.g. trackpad/keyboard skills.

Continuous Professional Development

Initial training for all staff has been provided by a Purple Mash expert. Ongoing training is given by the subject leader and the SLT through discussions, coaching in staff meetings and observations and team teaching opportunities. Teachers scrutinise their own class work during assessments and moderate with other teachers. SLT learning walks, subject leader observations/team teaching and work scrutiny hone the teaching of Computing.

Policy reviewed in September 2024