Regent Farm First School
Computing Policy

Basic Skills		Active Learning		Curious Minds	
Respect • Embrace differences • Remember to use manners • Consider other people's feelings • Listen to each other's opinions		**Determination** • Never give up, keep on trying • Take it one step at a time • Focus on the end goal • Keep on smiling		**Team Work** • Work together to share ideas • Small teams to worldwide teams • Listen to others and watch carefully • Open your eyes to other options		**Curiosity** • Ask questions and share thoughts • Hunt out clues and ideas • Be equipped for anything • Don't just settle on the first answer, look at things from different angles	

Intent

At Regent Farm First School we recognise that pupils are living in a rapidly changing world, in which ICT is playing an ever-increasing role. We aim, therefore, to equip children with the skills to adapt to new technology and to give them confidence to use ICT to further their learning and to assist them in everyday life.

The school's aims are to:

Within the area of the curriculum:

- Meet the requirements of the National Curriculum programmes of study for Computing at Key Stage 1 and 2.
- Provide a broad, balanced and challenging curriculum for all pupils.
- Provide an enjoyable curriculum for all pupils.
- Enhance and enrich learning in other areas of the curriculum by cross curricular use of ICT.

Within the area of computers science:

- Provide a structured, progressive approach to learning how computer systems work.
- Develop pupil's computational thinking skills (such as logic and problem solving) that will benefit them throughout their lives.

Within the area of digital Literacy and using computers:

- Develop the understanding of how to use computers and digital tools respectfully and safely.
- Develop the skills necessary to become digitally literate and participate fully in the modern world.
- Equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- Stimulate interest in new technologies.

Regent Farm First School
Computing Policy

Implementation	We teach both discrete Computing lessons to develop knowledge, skills and understanding but also provide a range of opportunities throughout school to employ Computing skills across the curriculum. **Early Years** It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play. Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys. Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language. Technology forms an element of the EYFS goals (Understanding the world). It aims to ensure that: • children recognise that a range of technology is used in places such as homes and schools. • children select and use technology for particular purposes. **Key stage 1** In Key Stage 1 the children will learn: • What algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. • They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. • They will be taught to 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. **Key stage 2**

Regent Farm First School
Computing Policy

In Key Stage 2 the children will:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration.
- They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals.
- They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

If you were to walk into Computing lessons at Regent Farm you would see:

- Proficient users of technology who are able to work both independently and collaboratively as a team.
- Determined learners who, when faced with problems in activities such as coding, will persevere to debug errors in code.
- Computing hardware and software being utilised to enhance the learning outcomes of our children, across the curriculum.
- Clear progression in technical skills.
- A learning buzz as children engage in exciting activities such as coding, programming hardware such as BeeBots and MicroBits, or creating digital content such as images, videos or podcasts.

Resources and access

Our school acknowledges the need to continually maintain, update and invest in its resources in order to effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school.
Teachers are required to inform the computing subject leader of any faults as soon as they are noticed.

- There is computing suite of 31 computers.
- There is a set of 30 iPads for use by all classes.
- There is a range of technology such as Beebots and MicroBits to support teaching computer science.
- Internet access is available in all classrooms.

- Each class has an allocated slot one session per week for teaching computing as a discrete subject.
- The computing suite is available for use throughout the school day as part of computing lessons and for cross-curricular use.
- Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has a computing technician.
- A governor has been selected to take particular interest in computing in the school.

Planning

The form that the curriculum takes place at Regent Farm has been developed by the computing lead (James Dias) in conjunction with other teachers of the Gosforth School Trust, including first and middle schools, as well as with Gem Education, who provide subject specialist expertise. This has been done to ensure skills and knowledge could be shared to help ensure learning was progressive and structured within schools and across schools.

Planning makes use of ideas from leaders in computing education such as code.org, Barefoot computing, and the South West Grid for Learning.

A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include those with visual impairment, SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in accordance with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are effected.

The role of the Subject Leader

There is a computing subject leader who is responsible for the implementation of computing policy across the school. Their role is to:

- offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- provide colleagues opportunities to observe good practice in the teaching of computing.
- maintain resources and advise staff on the use of digital tools, technologies and resources.
- monitor classroom teaching or planning following the school's monitoring programme.
- monitor the children's progression in computing, looking at examples of work of different abilities.
- manage the computing budget.
- keep up-to-date with new technological developments and communicate information and developments with colleagues.
- lead staff training on new initiatives.

- attend appropriate in-service training
- have enthusiasm for computing and encourage staff to share this enthusiasm.
- keep parents and governors informed on the implementation of computing in the school.
- liaise with all members of staff on how to reach and improve on agreed targets
- help staff to use assessment to inform future planning.
- provide equality of opportunity using a range of teaching approaches and techniques
- use appropriate assessment techniques and approaches
- set suitable targets for learning as outlined in the inclusion policy.
- maintain up to date assessment records.
- maintain the school website.

Staff Training

The computing subject leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the subject leader.

Cross Curricular Links

As a staff we are all aware that IT and computing skills should be developed through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as developing computing knowledge, skills and understanding.

Parental Involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home for pleasure, through home-learning tasks and use of the school website. Parents will be made aware of issues surrounding e-safety and encouraged to promote this at home.

Additional Policies
Online Safety Policy

Regent Farm First School
Computing Policy

Impact	**Assessment** Teachers regularly assess progress through observations and evidence. Evidence is collected through a range of means, such as in books, as photos, videos, quizzes on 'Quizziz' etc. A record of where this evidence can be found is in the Staff Drive in the 'Coverage, Progression and Evidence' document. Judgements are made in terms of how children have progressed in terms of the 'Skills Progression' document. Decisions will be made based on teacher judgements, reinforced by evidence collected, as well as the use of Quizziz to provide summative assessment. Children will be graded as below, working towards, at and above. This information will be recorded and passed on to the next class teacher. **Monitoring and Evaluation** The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This is through planning, lesson observations, pupil discussion, evaluating pupil work and scrutiny of data. We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject. **Impact** As a result of our Computing Policy: • Children will have developed as respectful users of technology. After the implementation of this computing curriculum, children at Regent Farm will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. • Our children will show determination in overcoming problems that involve using technology. • They will be equipped with the skills to work as part of a team to accomplish tasks and challenges involving technology that they will face in the future. • Children will have developed as curious learners, able to use technology to help them to meet and satisfy their what they want to find out or do.

Regent Farm First School
Computing Policy

Respect	Determination	Team Work	Curiosity
• Embrace differences • Remember to use manners • Consider other people's feelings • Listen to each other's opinions	• Never give up, keep on trying • Take it one step at a time • Focus on the end goal • Keep on smiling	• Work together to share ideas • Small teams to worldwide teams • Listen to others and watch carefully • Open your eyes to other options	• Ask questions and share thoughts • Hunt out clues and ideas • Be equipped for anything • Don't just settle on the first answer, look at things from different angles

Policy completed by James Dias, Computing Lead