



Reviewed on:	January 2020
Next Review:	January 2022
Staff Responsibility	Computing Lead/ Headteacher
Governor responsibility	FGB
Signed by Chair	

Computing Policy

This policy has been written in line with the new curriculum for computing.

1. Computing Curriculum Vision

This is an exciting and creative time in education technology, at Barton Primary we value the contribution that technology can make for the benefit of all pupils, staff, parents and governors. We strive to provide safe opportunities in all subjects to motivate and inspire pupils and raise standards across the curriculum. Everyone in our school community will become lifelong learners equipped to meet developing technology where AI and robotics are a normal part of life with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

2. Our Computing vision encompasses the following aims:

- To provide pupils with the computational skills necessary to become independent learners
- To promote safe and sensible use of technology through a dedicated e-safety curriculum
- To use new technologies to enable good quality teaching and learning to take place
- To ensure appropriate and equal access to technology for all children regardless of age, gender, ethnicity or ability
- To utilise the personalised learning opportunities through the use of technology
- To commit to the Continuous Professional Development of Computing
- To ensure our pupils take advantage of the ever quickening pace of technological change
- To provide pupils with an understanding of the role technology plays in everyday life at present and its importance in the future

3. Inclusion

- Pupils with special educational needs should be able to use the technology to encourage their independence and develop their interests and abilities.
- All pupils are to have access to the use of technology regardless of gender, race, cultural background or any physical or sensory disability. Pupils with learning difficulties can be given greater access to the whole curriculum through the use of technology.
- Research shows that more boys than girls use computers. Access to computers will be monitored to ensure equality and opportunity.
- The youngest pupils in the Nursery and Reception classes begin to use and learn about Computing as soon as it is practicable after entering school, so that they gain confidence in using computers as soon as possible.
- Pupils who are noted for being Gifted and Talented within the area of Computing and technology are given additional opportunities to develop the understanding of technology and are both supported and challenged within the context of a Computing lesson and through targeted group activities.
- Children are targeted to develop their programming and coding skills. Alongside this, children who are recognised as being gifted in Computing are asked to mentor and share their skills with other pupils within their peer group.

4. Implementing the Policy

Good practice in the use of technology in the curriculum.

In computing lessons:

- Pupils and staff follow the 'Purple Mash' Scheme of Work– with an additional emphasis on e-safety and Coding/Programming. The teaching of the remainder of the Computing PoS (Digital Literacy, Information Technology etc.) is done through cross-curricular subject links.
- Regular CPD takes place with staff encouraged to 'bring and share' good practice.
- Teachers look for creative computing opportunities with a topic-based approach and creating cross-curricular links.

In learning and teaching across the curriculum:

- There are Interactive Whiteboards (IWBs) and Digital Visualisers/Airserver in every classroom, used for whole class teaching in all subjects.
- Whiteboards are also used within group activities by teachers or TAs or for collaborative activities by pupils.
- Whiteboards/Airserver are also regularly used by pupils themselves to participate in the class or group lesson, or demonstrate what they have learned or to display work they have done.
- The IWB is connected to a main classroom computer which is on the school network with its shared work area.
- All children have access to wireless Chromebooks, and tablets for use in all curriculum areas.
- Raspberry Pi's are available around the school to encourage 'drop in' coding during free time.
- The school encourage a 'hole in the wall' policy where children are encouraged to progress at a more rapid pace and share expertise.
- Staff and pupils regularly and confidently access links to online resources.
- Teaching and support staff are confident selecting programs and make extensive use of resources for pupil to use from the school network, or online resources.
- Classes maintain an electronic portfolio of good examples of their schoolwork.
- Displays are maintained to reflect high standards of Computing. A glossary of terms is displayed in the classroom and correct vocabulary used by staff and children. Posters/Mouse mats highlighting E-Safety are maintained in each classroom.

5. Developing and monitoring the Computing curriculum

- The Head teacher and Computing Subject Leader are responsible for ensuring there is a Computing policy and that it is implemented.
- The Computing Subject Leader will encourage creativity and experimentation.
- The Computing Subject Leader is responsible for mapping the Scheme of Work and for liaising with other subject leaders to map the delivery of further technology use in learning and teaching across the curriculum.
- Members of the SLT will monitor learning and teaching in Computing as they do for literacy and numeracy.
- The Computing Subject Leader will also be involved in monitoring class teachers' curriculum planning and teaching. The Computing Subject Leader will carry out an audit of staff skills annually and support and training will be provided where necessary.

- All staff will regularly update their displays and ensure that the use of technology is evident with classroom and curricular displays. Some displays to be augmented or use QR codes.
- Work to be regularly shown in good work assembly.

6. Assessment

Moderation by the school Computer co-ordinator will be ongoing and good examples shared with colleagues.

7. Home Links

The school will be exploring means for children to have access to a wide variety of resources that enable them to continue their learning of computing and technology at home.

8. Mastery

All staff have high aspirations to challenge and motivate children of all abilities. In Computing, pupils who are identified as gifted are challenged within lessons in school, and are encouraged to mentor others.

To help identify pupils who are gifted, the following markers have been adapted, with example of what this might look like within Barton Primary.

Mastery Markers to look for in Computing:

- Finds and uses new technology (hardware/software) to further learning
- Uses own skills and knowledge to help support (and 'teach') peers
- Uses technology to help solve problems, and understands when it also creates problems
- Considers the limitations of technology, and looks for ways to overcome these limitations
- Considers the purpose to which information is processed and communicated, and how the characteristics of different kinds of information influence its use
- Uses technology innovatively to support learning in other subjects
- Understands the positive impact using technology has in supporting the learning of less able pupils
- Uses skills and knowledge of Computing to design, create and 'debug' programs when only given a specified outcome
- Consider some of the social, economic and ethical issues raised by the use of technology both in and out of school

9. This Policy

The Computing subject Leader and the Headteacher will be responsible for ensuring the effective monitoring, evaluation and review of this policy.