

Westerings Primary Academy

Computing Policy

'To inspire our inquisitive children to be creative, determined and resilient whilst embracing and enabling their individual ambitions.'

Subject Name: Computing
Academic year - 2021 to 2022
Date updated: February 2021
Date to be reviewed: Spring 2022

Subject Specific Intent Statement: To **enable** our children to develop their life-skills of finding, exploring, analysing, exchanging and presenting information. Safely and responsibly, our pupils will become inquisitive, confident and creative users of information and communication technology.

1. Aims and Objectives

At Westerings Primary Academy we believe in providing a safe, happy and motivating environment that encourages the whole school community to achieve their full potential, educationally and socially. The Academy is committed to preparing pupils for their roles in an ever increasingly technological society. The Academy is also committed to the development of staff competence in ICT and will provide frequent and appropriate opportunities for staff to develop their skills and knowledge.

We have, and continue to be, a leader of innovative ICT practise and push the limits of what ICT can do to support high quality teaching and learning. Westerings is fully committed to operating a serverless, cloud-based and classroom-focussed approach to the use of technology. This promotes virtual collaboration and skills which will be essential for pupils in later life. At the core of our Computing Curriculum are the aims and objectives of the national curriculum.

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

As such, our [KS1 and KS2](#) computing curriculum is designed to ensure progression of these key skills from one year to the next.

2. Subject organisation

The Headteacher / Senior Leadership Team are responsible for -

- ensuring there is a shared vision for Computing within the academy, which supports our Remarkable Lives ethos and curriculum statement values.
- ensuring consistent implementation of the Computing Policy
- ensuring the priority of Health and Safety in Computing and of Online Safety.

The Subject Leader is responsible for -

- The day-to-day implementation of the Policy as well as the curriculum
- Reviewing the Policy as required
- Subject monitoring which includes classroom observations, scrutiny of work, discussions with pupils, curriculum reviews, subject climate walks, questionnaires and staff discussion
- Leading the integration of ICT into the curriculum, ensuring equal opportunities, continuity and progression throughout the year groups
- Co-ordinating training for staff to update skills and knowledge; and to develop confidence
- Recommending the purchase and allocation of resources depending on budget priorities

Teachers are responsible for -

- Planning of lessons using the Academy agreed approach
- Assessment of pupils and using it to further pupils' learning
- Meeting the statutory requirements of the curriculum
- Ensuring that pupils use resources and programs with appropriate respect and care
- Implementing the Health and Safety Policy and the Online-Safety Policy
- Teaching pupils that Online-Safety is of the highest priority

Links to:

[Schemes of Work](#)

[Monitoring](#)

[Curriculum Site](#)

3. Cross Curricular Links

Varied forms of technology and resources are used within classrooms in other subject areas to develop skills so it is embedded into the curriculum, thereby developing competency. A wide range of software is available to support the teaching and learning across the curriculum which helps to reinforce skills and engage children in lessons. Every classroom has access to a WiFi enabled Touchscreen so teachers can use I.C.T. within their teaching on a daily basis, as well as state-of-the-art visualisers to showcase pupil work. The Academy (as of the time of writing) has almost 200 Chromebooks and iPads, which are used within classrooms rather than a traditional 'ICT Suite', and enables technology to be used as a tool to support the learning of other subjects (e.g. Doodle for English/Maths).

SEN children are supported with I.C.T. technology through various programmes and software, which allows the children to work through at their own pace and level; including every pupil. Tasks are differentiated by support, by activity, by questioning and by outcome. Children are able to develop transferable skills, grow in self-confidence and benefit from the existence of cross-curricular links. Links are made with local schools and businesses where appropriate and also other Academies in the Trust (via Google Suite of apps) to optimise computing teaching and learning to use new learning technologies.

SMSC/British Values:

[\(SMSC Guidance\)](#)

[\(British Values Guidance\)](#)

4. Resources

Westerings is very well resourced for Computing, and the delivery of lessons through the use of technology.

Key resources available to Westerings pupils and staff (at time of writing policy):

- 150+ Chromebooks
- 70+ iPads
- Clevertouch 75" interactive classroom displays
- 8 Rugged Robots (coding in EY, KS1 & KS2)
- Light panels
- Wifi Transmitters to our outdoor areas (woodland, field and playground) so that ICT can be used inside and outside the classroom.
- ELMO Visualisers for every classroom

In addition to the above, we also have a range of additional devices to support T&L. E.g. iPod touches, Windows/Mac laptops for staff, access to GSuite array of apps, access to Doodle, Seneca and a variety of other virtual learning packages.

Phase leaders are responsible for ensuring a fair access to equipment is maintained (e.g. rotas, requests etc.)

Resources are reviewed regularly by the subject leader for appropriateness, depreciation, replacement and maintenance.

5. Inclusion and Differentiation

Children are continuously challenged as they progress throughout each year group. Please see our Computing

Progression Document ([HERE](#)) to see how children should continue to build on skills as they progress throughout their time at Westerings. Teachers should also use this document to support the more and less able children by referring back to the previous or next year group to ensure all children are supported and challenged.

There are also various challenge days offered by schools with the AET to specific groups of children, some will target GD children whilst others may offer experiences for SEN or PP children. Technology can (in itself) also a tool for differentiation, scaffolding or support - e.g. dictation mode on Google Docs. Where possible, accessibility or support features should be utilised to enable access for all pupils.

6. Role of the Subject Leader

See the [Subject Leader Toolkit](#)

The Subject Leader is responsible for -

- The day-to-day implementation of the Policy as well as the curriculum
- Reviewing the Policy as required
- Subject monitoring which includes classroom observations, scrutiny of work, discussions with pupils, curriculum reviews, subject climate walks, questionnaires and staff discussion
- Leading the integration of ICT into the curriculum, ensuring equal opportunities, continuity and progression throughout the year groups
- Co-ordinating training for staff to update skills and knowledge; and to develop confidence
- Recommending the purchase and allocation of resources depending on budget priorities

7. Parent/ Local community engagement

Computing plays a huge role in the home learning tasks offered by Westerings staff and is well-established (particularly following two remote-learning periods during the Covid19 crisis). Our home learning mind maps offer children a wide range of activities to complete at home which are related to specific topics, all of which can utilise elements of ICT.

PCAB/WPSA ongoing support has enabled additional resources/provision for pupils, through fundraising (for example). The Trust (AET) has also been heavily involved in providing additional support and resources for our academy. Examples of this can be seen on our 'Virtually Westerings' website, where learning tools such as 'Doodle' and 'Seneca' are available to all pupils.

Appendices/Hyperlinks:

[Online Safety Policy](#)

