

# Airedale Infant School

## 'Ambition, Bravery, Respect

### Computing Policy

#### **Rationale**

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers tablets, programmable equipment, digital and video cameras are a few of the tools that we use to acquire, organise, store, manipulate, interpret, communicate and present information. At Airedale Infant School, we recognise that pupils are entitled to quality hardware, software, and a structured and progressive approach to the learning of the skills, which are needed to enable them to use the equipment safely and effectively.

#### **Aims: Intent**

- To provide a relevant, challenging and enjoyable curriculum in computing for all pupils
- To meet the requirements of the national curriculum programmes of study for computing
- To use computing as a tool to enhance learning throughout the curriculum
- To respond to new developments in technology
- To equip pupils with the confidence and capability to use computing throughout their later life
- To develop an understanding of how to use computing safely and responsibly

#### **Purpose of study**

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils 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, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils 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.

#### **Curriculum and Subject Content- Implementation**

##### **Key stage 1**

##### **Pupils should be taught to:**

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school

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- 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

#### Computing Curriculum Planning:

Airedale Infant School is using a scheme of work created to link to many of the topics that year groups currently teach. These links are purposely made to ensure that whilst children develop the computing skills required of them by the national curriculum, the use of computing is also embedded across the other curriculum subjects

#### Computing Curriculum Map 21-22

Year 1	Information Technology- create images of ourselves using Paint	Computer Science— Algorithms	Digital Literacy- staying safe online	Information Technology- Make image of toy and turn into poster to sell toy in shop.	Digital Literacy-- using the internet to find out about British traditions.	Computer Science— Algorithms Part 2
Year 2	Computer Science- Preparing for Turtle Logo	Computer Science— Turtle logo	Digital Literacy- Presenting	E-Safety	Digital Literacy- Emailing and personal information	Information Technology- Word processing

#### Teaching E-Safety

At Airedale Infant School, we understand that pupils must be taught to understand how to be responsible computer users in terms of both 'digital citizen-ship' and keeping themselves safe on line. Every year group has a whole unit of work, which is planned to ensure that the learning of these skills is progressive and embedded, across the school.

Furthermore, E-Safety assemblies, theatre workshops, poster competitions will increase and enhance pupil awareness keeping the subject fresh in pupil's minds.

#### Monitoring and Evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the computing leader to constantly monitor their subject

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area, identify needs for CPD and/or peer support, while keeping abreast of standards in computing across school.

#### **Assessment**

Assessment in computing should be both formative and summative. It should be:

- Used to inform future planning
- Used to promote continuity and progression
- Taking account of the different needs of individual pupils
- Based on a range of observations of practical tasks, participation, saved documents and discussions with pupils.

Each term at Airedale Infant School, teacher present a snapshot of their pupils' learning experiences in the form of a 'Computing Enrichment' document to showcase learning that cannot be displayed in their books. Teachers also capture video evidence of specific children working within computing to gather digital evidence of progressive skills within Computing.

The school is in the process of updating and creating a new assessment document, which details the key skills that students should acquire in each unit of work. The up-keep of this document will be the responsibility of the class teacher to record the achievements of their pupils.

These documents will be monitored by the Computing Co-ordinator to check the progress of the pupils across the school. Other forms of monitoring will include scrutiny of class enrichment documents, pupil voice interviews, lesson drop ins/observations. Pupils who are not succeeding or who demonstrate a high ability in computing will be identified and given further support.

Reviewed: July 2021

To review: July 2022