University of Brighton Academies Trust

THE BAIRD PRIMARY ACADEMY

POLICY

Policy title	Computing Policy
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Status	
Summary of change	Updated for 2023-2024

Equality Impact Assessment date	
JCC consultation date (People policies)	
Approval date	
Approval authority	
Review date	

1. Intent

1.1. At The Baird Primary Academy, we have high expectations for all our pupils and strive that all become logical and computational thinkers, who are digitally literate and can use and apply information technology to communicate their ideas. We recognise that technology is an integral part of everyday life and strive to equip our pupils to meet the challenges of an ever-evolving digital world. We offer our pupils a comprehensive computing curriculum in order to prepare them for life in the digital 21st century and a connected world.

1.2 All pupils need to learn how to use and process digital information and to keep themselves digitally safe. Our pupils' safety is paramount and we therefore spend considerable time focusing on digital safety.

1.3 Our pupils learn:

- How to be safe when using electronic technologies
- How to check the reliability of electronic information
- To understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- To code and use control technologies.
- To develop critical, problem-solving computational thinking
- To use a wide range of Information Technology applications to process text, images and data.
- To become responsible, respectful and competent users of data, information and communication technology.

1.4 All users are expected to keep the e-safety rules, follow the acceptable use agreements, follow cybersecurity best practise and respect copyright.

1.5 Additionally, our pupils may use Information Technology in other curriculum subjects to apply and contextualise their learning.

2 Implementation

2.1 Early Years Curriculum

2.1.1 Pupils in the Early Years Foundation Stage access and learn about computers and other technologies. The Baird's Computing Knowledge Progression identifies the key objectives planned specifically to prepare pupils for the next stage in their learning.

2.2 Curriculum for Years One to Six Implementation

2.2.1 At the Baird Primary Academy we follow our Computing Knowledge Progression which details the progressive substantive and disciplinary knowledge to be learned in the different areas of Computing: Computer science, including coding, Information technology and digital literacy / e-safety from Year One to Year 6.

2.2.2 Documentation and guides are available on the shared drives, to support the practicalities and teaching of computing, and the use of other hardware and devices.

2.2.3 Time allocation. All pupils in Y1-Y6 receive either one 45 minute computing lesson per week or two 45 minute computing lessons per fortnight. They receive one 15 minute digital literacy (e-safety) lesson per week.

2.3 Definitions

2.3.1. The three areas of computing are:

Computer Science

- Algorithms
- Inputs and outputs, including simulations
- Debugging programs
- Predicting
- Networks

Information Technology

- Saving electronic work, copy paste, click, drag, clipart & images.
- Entering data using a keyboard, on-screen keyboard or touch screen
- Text & combined publishing
- Paint, drawing, design, images
- Sound and video
- Spreadsheets & graphs
- Data, databases sorting, searching
- Internet & Searches
- Email

Digital Literacy

- Technology
- Privacy & security
- Health well-being and lifestyle
- Copyright and ownership
- Self-image and identity
- Online bullying
- Online relationships
- Online reputation
- Managing online information

2.4 Teaching

2.4.1 Teachers are expected to follow and teach the full Computing Knowledge Progression. Planning includes personal study and practise of the technical and knowledge aspects of the lesson. They should seek help from the Computing Subject Leader as needed.

2.4.2 Evidence: All pupils should save work in their own folder (2Do folder or class Documents). Each teacher must display a minimum of one piece of work per lesson on their electronic display board.

2.4.3 Formative assessment is used to inform next steps: scaffold and support in order to help pupils' close gaps.

2.5 Inclusion and Differentiation

2.5.1 Teachers are expected to scaffold all lessons to meet each pupil's needs and ensure all pupils can access the aspirational curriculum. Pupils with specific needs will be given appropriate support, which may include the following examples:

- Help me cards
- Peer or adult support
- Large screen sizes
- Adapted keyboards
- Speech software
- Adapted curriculum.

2.5.2 Guidance on how to simplify tasks within lessons or challenge those who require increased depth of learning is available on the shared drives.

2.6 Home Access

2.6.1 Each pupil has an individual logon to Purple Mash, which can be accessed at both school and home. Pupils are actively encouraged to practise their learning at home, using Purple Mash, and to keep in communication with their peers using this as a closed, safe platform for email etc.

2.6.2 Teachers provide Purple Mash pupil logon details to use at home and parent codes for parents to access their child's Purple Mash files.

2.6.3 Teachers moderate the pupils' use of Purple Mash at all times and the class teacher checks all content. In addition, pupils can receive feedback on their home learning, using this platform.

3. Impact

3.1 Summative assessments are made against key knowledge outcomes defined in the Knowledge Progression and recorded in the school's assessment system – Sonar.

3.2 Teachers are responsible for delivering the curriculum so pupils' attain age-expected knowledge.

3.3 By the end of the Early Years, most children will be able to

- Use a simple program on a computer
- Use ICT hardware to interact with age-appropriate computer software

3.2 By the end of Key Stage One, most children will be able 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
- 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

3.3 By the end of Key Stage Two, most children will be able to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

4 Subject Leader

4.1 The Computing Subject Leader has responsibility for the Computing Curriculum as exemplified in the Computing Knowledge Progression. They are responsible for offering CPD, help and guidance.

4.2 The content of our curriculum will be reviewed on a regular basis as we recognise that technology is ever evolving and pupils need to develop powerful knowledge, which reflects cutting-edge developments.

4.4 Monitoring: The Computing Subject Leader monitors the effectiveness of provision. Feedback is given to teachers and reports are made to the Senior Leadership Team. Where teaching is not good, support is offered.

5 Links with other policies

The Baird Primary Academy - Behaviour for Learning
The Baird Primary Academy - Marking and Feedback
The Baird Primary Academy - Acceptable Use Agreements (pupils)
Brighton Academy Trust - Policy B12 – ICT Acceptable Use for Students/Pupils
Brighton Academy Trust - Policy A4 – ICT Acceptable Use (staff)