

# Cavendish Church of England Primary School



## Computing Policy

This policy should be read in conjunction with  
the E-Safety Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Summer 2020
Date to be Reviewed:	Summer 2022

## **Our Vision**

In our school our Christian vision shapes all we do.

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

## **Intent**

Technology is rapidly changing and has become an integral part of our lives. It is our intention to equip our pupils with the skills needed to confidently use technology in a safe and socially responsible manner. Online safety is an important part of our curriculum. Our pupils are taught how to keep themselves safe when using technology and also how to be compassionate towards others when using technology for social interaction. Our computing curriculum focuses on developing children's skills in digital literacy, computer science and information technology. We aim to challenge pupils in their learning through teaching them to find, explore, analyse, exchange and present information. Children will be given opportunities to work creatively and make independent choices when applying skills in technology. Our vision is that all children leave Cavendish Church of England Primary School with a secure knowledge of technology and the confidence to apply taught skills.

## **Implementation**

Teachers will provide rich learning experiences where children can develop their computing skills. The school follows the Keychain Computing scheme of work which is divided into three key areas of learning; online safety, digital literacy and coding. Each unit is taught in half termly blocks and taught across the three key stages (KS1, LKS2, UKS2). Teachers follow a two year rolling curriculum to enable all children to engage in all learning units.

The computing curriculum is implemented through:

- A weekly computing hour in each class to teach discrete computing skills.
- Access to online resources and computer programmes that aid in acquisition of key skills.
- Access and opportunities to use different types of hardware (laptops, tablets, cameras, programmable equipment).
- A clear and effective teaching sequence that supports progression.
- Lessons that incorporate skills from prior learning to enable children to apply these skills and develop them further. (See progression maps)
- Daily wider curriculum opportunities to use hardware and the internet.
- Key vocabulary introduced at different stages of learning and used in conversation.
- A clear understanding of online safety
- In Early years children use laptops daily to complete online maths learning and also play a variety of interactive games. Iboard works supports touch screen technology.
- Online safety is taught from Early years through to the end of key stage two.

## **Impact**

Discrete teaching of computing will equip children with the key skills that can be applied across the curriculum. Children will be able to use technology confidently and safely in the wider world.

The impact of the computing curriculum will be measured through:

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- Formative assessment against subject statements on Target Tracker.
- Final technology based task from learning unit to assess skills taught.
- Pupil discussions on skills/vocabulary – Tell me how.....
- Pupil discussion about online safety, quizzes and surveys

### **Enrichment**

The school's key enrichment activity for computing is Internet Safety Day. Each year the school participates in various activities to promote and support children's understanding of online safety. This enrichment activities involved communication with the parents to ensure there is a close working relationship between school and home for being safe online.

Children are taught about national charities which support their safety, eg, Childline, CEOP, NSPCC

### **Cultural capital**

Our computing curriculum ensures that all children have equal opportunities to use a variety of technologies within school that allow them to develop key computing skills. Children will find out about key inventors involving technology and influence they've had in computing.

Through internet safety, children are taught about the rules of different technology platforms and the importance of individual liberty and mutual respect online.

Children will learn how computing is another way of working creatively, how to overcome challenges in technology and how to uphold the Christian value of being compassionate to all when interacting through technology. Children are taught how to stay alert for content which is not in sympathy to British Values, to be aware of the role of computing in promoting intolerance, extremism and grooming.

Any homework set using technology including 'My Maths' and research work can be completed in school, so all children have equality of access.

### **Inclusion**

We support children of all abilities and backgrounds in our curriculum. Children on the SEND register are supported through scaffolded learning activities. These could include prompt sheets, keyboard practise, change in font size, peer and adult support. AGT children are supported through open ended tasks where deeper thinking, problem solving and decision making is required.

### **Cross curricular links**

Computing is applied across the school's curriculum in many ways. All children use the laptops on a daily basis to independently complete an online learning activity. Children are also set an online homework task each week. Technology is used across different lessons as a learning resource, this could be in the form of film clips, interactive games, digital literacy, research and taking photographs. Using computing in a cross curricular manner supports children's understanding of how technology is vital part of our world.

The following is an example of cross-curricular application:

#### **English:**

- Support software for phonics, grammar and spelling
- Experience of film and plays, eg, RSC performances
- Editing and presentation tools

#### **Maths:**

- RM is used diagnostically to analyse children's skills and problem areas
- MyMaths provides home learning support with skills tutorials, games and instant feedback on homework tasks.

#### **Science:**

- Supports recording of practical investigations and research

#### **Geography:**

- Applications such as google maps
- Liaising with our link school in Cavendish Australia, exploring our Diocesan link with Kagera

History:

- Supports access to primary evidence
- Film clips and visual resources

Music:

- Programming software supporting creative composition
- Ability to experience professionally played pieces

Art:

- Access to art galleries, and museums' online collections
- As a medium to support creative design

RE:

- Access to interviews and studies of places of worship, stories and traditions thorough 'Learning about Religion' software

PE:

- The opportunity to film and review performance in dance and gymnastics and so enable children to take responsibility for self-improvement.

### **Covid-19 Addendum**

The school has increased the range of home access software applications available to families to support home learning. These include Google Classroom, My Maths, RM Maths, Espresso and Oxford Reading Tree.

The school is inclusive in its approach and has engaged with the laptops for home scheme, and offers a hard copy of learning materials to families unable to access online learning at home.

To support safe use of equipment in school, computing is delivered as a discrete subject in whole day specialist teaching blocks to avoid transferring equipment across class learning bubbles. This will be subject to National and County guidelines prior to any change of provision.