Last review: November 2021
Next review: November 2023

Feniton C of E Primary School
Computing Policy 2021

'Believing and Achieving together to be THE BEST WE CAN BE'
This policy has been developed with and will be implemented in accordance with the HEART Christian values of our school

1 Computing Curriculum Vision

At Feniton C of E Primary school we value the contribution that technology can make for the benefit of all pupils, staff, parents and governors. We strive to instil a passion for Computing and provide both a safe environment and the skills and 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 with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

2 Our Computing Statement of Intent:

At Feniton Primary School it is our intention that all staff and pupils are equipped with the computing skills needed to:

- become competent, confident and independent users of technology
- become creators as well as users of digital content
- explore exciting new areas of interest
- take on their journey into the constantly evolving world of technology

Computing prepares pupils to be active participants in our rapidly changing world in which technology has an ever-increasing role. Our pupils will use a range of computing tools to explore, analyse, solve problems, create and present information in an imaginative and responsible way. Computing promotes creativity and independent thinking, where pupils learn to make judgements about when and how to use technological resources to best effect, and also the implications for home and work, both now and into the future.
Computing is taught in specific timetabled lessons as well as through a creative and cross-curricular approach, meaning it is used, when and where appropriate, in all other subject areas. Technology will be used to enable good quality teaching and learning to take place and ensure appropriate and equal access for all children regardless of age, gender, ethnicity or ability. We commit to continuous professional development in computing to ensure our pupils take advantage of the ever quickening pace of technological change.
We will promote safe, sensible and responsible use of technology through a dedicated continuous e-safety curriculum and provide pupils with a clear understanding of the role technology plays in everyday life and its importance in their future.

All children at Feniton Primary from Year 1 upwards will be continually assessed in line with the expectations for each year group over five areas; e-safety, technology in our lives, coding, multimedia and data handling. Examples of the children's work will be saved digitally to provide evidence of their progression through the school. By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the Computing programmes of study

Staff are expected to have the computing capability to be able to teach the units of work for their designated year group and to meet the daily demands of teaching. Where needed training will be requested and put in place.

3 Inclusion

- Pupils with special educational needs should be able to use the technology to encourage 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.
- The youngest pupils in the FSU 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.
- Opportunities are given to those pupils who are noted as being particularly skilled within the area of Computing to develop their understanding at greater depth and are supported and challenged in their learning. 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 – the aim of this is to help transfer their skills to a wider context.

4 Implementing the Policy

Good practice in the use of technology in the curriculum

In Computing lessons

- Pupils are timetabled for at least one visit per week to the computer suite for a Computing lesson, which covers the skills and experience required to develop Computing Capability through the school's scheme of work which covers 5 areas; e-safety, coding, multimedia, data handling and technology in our lives.
- To ensure the inclusion of all pupils, teachers provide either differentiated resources for each task, or learning partners with extension activities for high achievers. Additional classroom support is given, where possible to ensure all pupils have appropriate access to the computing curriculum.
- Teachers ensure the teaching of Computing is evident within all areas of the curriculum following a topic-based approach and creating cross-curricular links.

In learning and teaching across the curriculum

- There are Interactive Whiteboards (IWBs) in every classroom, used throughout the day for whole class teaching in all subjects. Whiteboards are also 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, and which also has access to the school's Social Networking Platform, and to the wider internet.

- Classes may visit the computer suite for additional sessions during the week to carry out Computing-based work in other subject areas. In addition to this all children have access to wireless iPads for use in all curriculum areas.

- 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.

- Subject leaders regularly monitor teachers' planning for Computing, and observe the use of technology in lessons. Subject leaders also ensure that technology is used appropriately and throughout the teaching of their subject areas. They ensure the teaching of e-safety is both prominent and regular and includes not only safe practice but also respectful use of the internet.

5 Developing and Monitoring the Computing Curriculum

The Head of School and Computing Subject Leader are responsible for ensuring there is a Computing policy and that it is implemented. 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.

The Computing Subject Leader will be involved in monitoring class teachers' curriculum planning and teaching. All staff will regularly update their displays and ensure that the use of technology is evident with classroom and curricular displays.

6 Identifying Gifted pupils in Computing

All staff have high aspirations to challenge and motivate children of all abilities. In Computing, pupils who are identified as gifted are challenged to work at greater depth within lessons in school and are encouraged to attend extra curricular activities when they become available.

7 This Policy

The Computing Subject Leader and the Head of School will be responsible for ensuring the effective monitoring, evaluation and review of this policy.