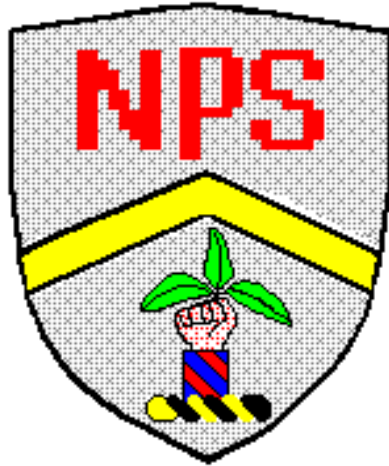# Nettlesworth Primary School

Computing

A Statement of Policy

2025 (RA)

Introduction

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 robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Nettlesworth Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims

The school's aims are to:
• provide a relevant, challenging and enjoyable curriculum for computing for all pupils;
• meet the requirements of the national curriculum programmes of study for computing;
• 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 the understanding of how to use computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:
• can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;
• 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;

Rationale

The school believes that ICT and computing:
• Gives pupils immediate access to a rich source of materials.
• Can present information in new ways which help pupils understand access and use it more readily.
• Can motivate and enthuse pupils.
• Can help pupils focus and concentrate.
• Offers potential for effective group working.
• Has the flexibility to meet the individual needs and abilities of each pupil.

Objectives

EYFS

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Recording

devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:
• write and test simple programs;
• use logical reasoning to predict and computing the behaviour of simple programs organise, store, manipulate and retrieve data in a range of digital formats; and
• communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils should be taught to:
• design and write 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; generate appropriate inputs and predicted outputs to test programs and use logical reasoning to explain how a simple algorithm works 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; describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Resources and access
The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT infrastructure by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the computing coordinator of any faults as soon as they are noticed. Resources if not classroom based are located in the computing suite.
• Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
• The school has a computing technician provided by LA

Planning
As the school develops its resources and expertise to deliver the computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the new national curriculum and use the same format for their weekly planning sheet. Teachers must take account of differentiation and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities staff should bear in mind that special arrangements

could be made available to support individual pupils. This is in line with the school inclusion policy.

Assessment and record keeping (also see assessment policy)
Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key computing skills each term. Assessing computing work is an integral part of teaching and learning and central to good practice. It should be process orientated – reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved.

Assessment can be broken down into;
• Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
• Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps.

Security
• The ICT and computing technician will be responsible for regularly updating anti-virus software.
• Use of ICT and computing will be in line with the school's 'acceptable use policy/E-safety policy'.
• Parents will be made aware of the 'acceptable use policy' at school.
• All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

Cross curricular links
As a staff we are all aware that ICT and computing capability should be achieved through core and foundation subjects. Where appropriate, computing should be incorporated into all subjects. Computing should be used to support learning in other subjects as well as develop computing skills.

Parental involvement
Parents are encouraged to support the implementation of computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home