



Folly View
PRIMARY SCHOOL

Folly View Primary School **Computing Policy**

Intent

At Folly View Primary, the Computing Curriculum is designed to give pupils opportunities to experience using technology in a variety of ways to enable them to become confident, digital citizens and learners. We use technology to enable pupils to develop their language skills, introducing them to new vocabulary such as algorithms, debugging and programming. The development of early language is an important focus in computing to enable pupils to be empowered and communicate confidently when they are concerned about something when using technology.

The Computing Curriculum at Folly View Primary places the personal and social development of all pupils at its heart as children learn about e-safety so that they use technology to communicate with others safely, responsibly, and respectfully.

The Computing Curriculum strongly supports the use and development of all the children's Learning Muscles at Folly View Primary – whether it is persevering and not giving up like Raj the Robot when debugging and solving a problem when programming or using our imagination like Daisy Dinosaur to be creative.

Our Computing Curriculum is taught through fun, engaging topics and themes, focusing on developing interchangeable skills that can be applied and developed further in the constant changing world of technology, so they are not limited but can adapt to new technology advances.

Implementation

Whilst, Technology and Computing do not have their own specific Early Learning Goal, children in the Early Years Foundation Stage are given the opportunity to access Information Technology such as Interactive Whiteboards, iPads, walkie talkies, tuff cams, recordable buttons and music players so that they begin to gain an awareness and understanding of how we use and interact with Information Technology in the wider world to help us communicate and learn.

Computing is taught using the Teach Computing Scheme of Learning in Key Stage 1 and Key Stage 2 that breaks down the Computing curriculum specified by the National Curriculum into progressive units of study that build on previous skills learnt through each child's time in the school. The Teach Computing Scheme of Learning enables pupils to use Information Technology creatively to create their own multimedia content such as digital music, digital art, photography, stop-motion animations, digital texts, and desktop publishing to programming robots such as Bee-Bots and Blue-Bots, using programming apps such as Scratch Jr or Scratch to programming tiny computers such as Micro:Bits.

Educating children about the importance of online safety is a vital necessity with our ever-changing technological world, in order to prepare them for the many different issues and online safety concerns they may encounter in their lives. As a school we use the National Online Safety scheme of work to promote understanding about online safety issues such as online relationships, online bullying; copyright and ownership; self-image and identity; online reputations; health, wellbeing

and lifestyle; privacy and security; and managing online information in all year groups from our youngest children in Pre-School to our oldest children in Key Stage 2.

It is important that children get first-hand experience using information technology practically, whether it is using programmable robots or Micro:Bits to laptops, Chromebooks and iPads. Folly View Primary School, as part of the Faringdon Learning Trust, work with our technician partners at Sweethaven to help maintain, update, and develop the Computing resources available to ensure they are able to be safely deployed and managed in lessons. This includes the provision of passwords to access devices such as Chromebooks or use Microsoft apps as part of the school's Remote Learning apps strategy. Computing resources are shared across the school, enabling all classes to have the opportunity to access the necessary hardware for their Computing lessons or where they have lessons that require the use of technology due to cross-curricular links.

As part of our safeguarding responsibilities to the children, the data we keep and the overall security of the school and the Faringdon Learning Trust, Folly View Primary School, as part of the Faringdon Learning Trust, employs the technicians' team at Sweethaven, to keep all necessary security software and measures up to date, including anti-virus software. In the interest of maintaining the IT security, all staff model good practise regarding the use of external files; sources of data; logging into computers and locking them when not in use; and not sharing passwords. All users of the school's computing equipment must agree to follow and adhere to the Faringdon Learning Trust's Acceptable Use Policy and the Folly View Primary School Online Safety policy. Pupils and parents are also required to sign and agree to follow the Folly View Primary School's E-Learning Code of Conduct at the time of each child's admission to the school.

As part of our commitment to promoting learning, Folly View Primary School provides access to online platforms to enable children to take the opportunity to use technology in cross-curricular ways at school and at home, particularly during Remote Learning occasions such as class or school closures when the school provides learning tasks via the school's website. For example, children are provided access to the Microsoft 365 apps, Purple Mash, Numbots and Times Table Rockstars. Parents are also encouraged to support their children with online safety by taking advantage of the parents' resources that are available through the school's subscription to National Online Safety.

Using a 'Quality First Teaching' approach, all teachers will have knowledge and insight of children's acquisition and retainment of Computing knowledge which they will use to inform their teaching and the children's next steps for learning. This will be through:

- A secure understanding of the year group and key stage group expectations for Computing.
- The clear modelling and application of Computing knowledge to children and practised so that children are secure and able to use them independently.
- The use of formative and summative assessment, prior learning, Computing talk and questioning.
- Adapting teaching and learning based on knowledge gained about children's understanding through Assessment for Learning.
- The effective deployment of additional adults to help support and scaffold learning.

Where appropriate, the use of assessment, both formative and summative, is used to inform where children need additional support with learning and understanding Computing concepts and learning through adaptive teaching strategies that are designed to help children develop their knowledge and confidence.

Key vocabulary such as programming, coding, algorithm, logic, and debugging, are introduced and revisited regularly through out across the school. This ensures that Computing vocabulary knowledge is embedded, understood, and applied not just in Computing lessons but in other subjects where there may be cross-curricular links.

Computing is often taught as discrete lessons to ensure practical computing knowledge such as typing on a keyboard, using a mouse, programming, are taught clearly, consistently, and

progressively through the school. However, where possible, the use of Information Technology can be deployed in lessons for other subjects, providing opportunities for repetition and practise of the practical computing knowledge taught in Computing lessons.

Where opportunities present themselves, we endeavour to show how Computing can link to the wider school curriculum, through cross-curricular links. Here are just a few examples of the many cross-curricular links that can be made in school:

English	Maths	Science	History	Geography	Music	Art	PSHE
<ul style="list-style-type: none"> • To practise typing using games such as 2Type on Purple Mash or Dance Mat typing on the BBC website. • To type and present written work. • To use Desktop Publishing software to present work in different text formats such as books, leaflets, posters and newspaper reports. • To use camera apps to record videos of speaking and listening activities. 	<ul style="list-style-type: none"> • Investigating and learning about famous mathematicians who influenced the development of Computing such as Ada Lovelace and Alan Turing. • The collection and representation of data using databases and spreadsheets. • Programming – using skills such as logic, problem solving, and concepts such as position and direction when using programmable robots, or programming characters on apps such as Scratch Jr, Scratch, Python. • Use of Maths apps such as 1 Minute Maths by White Rose Maths, Times Table Rockstars and Numbots. 	<ul style="list-style-type: none"> • Presenting data collected for the results of science experiments through graphs and tables using software such as 2Graph or 2Count on Purple Mash or Microsoft Excel. • Using technology such as cameras, digital microscopes to help with close observations and the recording of scientific findings. • Using the internet safely to research science topics and areas of interest. 	<ul style="list-style-type: none"> • learning about significant historical figures in the field of Computing such as Tim Berners-Lee, Ada Lovelace and Alan Turing, Grace Hopper, Bill Gates, Steve Jobs and Dorothy Vaughan (who programmed the IBM computer at Nasa). • Explore how methods of communication have changed and developed over time. • Using the internet safely to research history topics and areas of interest. 	<ul style="list-style-type: none"> • Using the internet to explore digital maps and aerial photographs of locations during geographical studies. • Presenting data collected for the results of geography field work through graphs and tables using software such as 2Graph or 2Count on Purple Mash or Microsoft Excel. • Use Information Technology to help with directions and finding locations such as GPS systems or apps such as What 3 Words. • Using the internet safely to research geography topics and areas of interest. 	<ul style="list-style-type: none"> • Compose and create digital music using the music apps on Purple Mash, the Garage Band app or the Chrome Music Lab website at: https://musiclab.chromeexperiments.com/ • Record and edit audio files in the context of music lessons. 	<ul style="list-style-type: none"> • Create digital art using 2Paint or 2Paint a Picture on Purple Mash, the Sketch School app on iPads, or paint apps on Window PCs or Google Chromebooks. 	<ul style="list-style-type: none"> • Online safety issues taught through the use of National Online Safety scheme of work.

Impact

The impact of the delivery of Computing learning will be measured and monitored in a number of ways by the Computing Subject Leader and the Senior Leadership Team:

- Through the collection of attainment data that helps monitor progress and achievement such as:
 - End of Key Stage national SATs assessments in computing.
 - Teacher Assessments against Teach Computing objectives for each unit of work completed by year groups in Key Stages 1 and 2.
 - Pupil self-assessment during Teach Computing lessons against the lesson objectives.
 - Through assessment for learning during Computing lessons where teachers monitor support and challenge that pupils require and adapt lessons accordingly.
- Through monitoring activities by the subject leaders such as:
 - Learning walks to check the consistency of teaching and learning approaches.
 - Pupil voice questionnaires and surveys to monitor children's retention of knowledge and their opinions about computing teaching and learning.
 - Book looks/ work scrutinies that look at the quality of learning and pupils' work completed during Computing lessons.

These monitoring assessment and analysis activities enable the school to check the retention of learning to ensure that the learning 'sticks' and is not forgotten. It also enables the Computing Subject Leader to understand the school community's views and opinions of the teaching and learning of Computing in school so that the experience of teaching and learning can be developed further to promote a love of Computing.

The Computing Subject Leader also liaises with the Governing Body to ensure it is kept up to date with the provision of Computing teaching and learning; the lessons learned from monitoring activities; the school's strengths in computing; and areas of development or improvement for Computing at Folly View Primary School.

Computing Policy Reviewed by Miss C. Cossey, Computing Subject Leader, October 2024

Next review: October 2025