

The Reddings Primary and Nursery School



Computing Subject Policy

Written: January 2021

Next Review: January 2024

Subject Statement

Computing (formerly ICT) is becoming more and more essential to daily life; growing numbers of activities are now only available 'online'. Children are becoming more familiar with the technology but are also becoming more at risk due to lack of full understanding about how it works. The modern computing curriculum is designed to combat this through regular teaching and coverage of not just technical skills (i.e. 'coding') but also a frequent return to e-safety, file management and copyright.

To underline its importance, computing is one of only four subjects that are compulsory in every key stage.

Progression of Skills and Knowledge

The Reddings follows the Herts for Learning Computing Curriculum, where the curriculum is all mapped and progression statements are present. This can be found in Teacher → Subjects → Computing.

Additionally, opportunities should be found in other subjects to keep working on 'traditional' desktop publishing and data handling skills that have been moved out of computing since 2014. Common examples are topic research, fact-sheets in science or typed evaluations in Design & Technology.

Planning Expectations

The termly timeline contains the topic being taught to show progression over the allocated block of time.

Computing sessions should be planned, particularly when the resources being used are online. Online materials should be checked against the filtering and security by using the dummy child username **R20**. There is no password.

Planning Format

The usual session template can be used to plan computing. The depth of detail that individual teachers write is personal and should reflect the confidence they have in the area being taught.

A backup idea in case the equipment fails is highly recommended.

Assessment

Assessments are based on teacher judgement following the sessions taught and evidence gathered from them. There are example age-related-activities, if required, within the planning documentation. All phases have steps and assessment statements to use when choosing the most appropriate position for a child. These cross multiple phases to ensure accuracy and the necessity to not impose a 'glass-ceiling' on attainment.

Step data is generated termly, but recording directly after teaching the end of a module is recommended, and then given to the subject specialist.

Monitoring

The subject specialist uses the termly data to report on progress in Computing to the Senior Leadership Team. Coverage is also checked through pupil voice sessions, which should be held termly. Through the core plan, computing subject release time is made available to allow the subject specialist to check resources and meet with the technician.

HFL regularly update their curriculum and the implementation of these changes is at the discretion of the subject specialist, following discussions with impacted staff members.

Resources Used

Every classroom has fully interactive resources and a strong Wi-Fi link. There are laptops and iPads available to allow computing activities to take place within classrooms when the computer room is not available / unsuitable. Each module has sufficient software and hardware resources within school to complete it. Should new materials become available, a discussion should be held with the teacher and subject specialist to decide if a request should be placed to the head teacher for final financial approval.

eSafety

As part of the curriculum, eSafety must be taught regularly and revisited annually. Upon starting at the school, all members of the community are required to read and agree to the appropriate Acceptable Use Agreement. Records of this are held in the Office and should be checked at annually by the Computing Subject Specialist.

Linked Documentation

Equal Opportunities and Inclusion

Health and Safety – Use of Interactive White Boards

eSafety (Acceptable Use Agreement)

GDPR Policy

Renewal of Policy

This policy should be reviewed at a minimum every three (3) years. Should key changes occur in the curriculum or with computing teaching pedagogy, the policy should be reviewed earlier if necessary.