

Matthew Arnold Primary School



Computing Policy – Matthew Arnold

Aims, objectives and curriculum links.

The use of information technology is embedded into a wide-range of subjects at Matthew Arnold, but the subject of Computing aims to teach children a wide range of skills specifically relating to how computers work and understanding the programming languages which they use, as well as teaching them digital literacy.

At Matthew Arnold, we follow a scheme of work called 'Teach Computing', which provides children with an inventive and inspiring computing curriculum. Teachers adapt and change these plans to suit their classes and tailor them to the individual needs of pupils.

The KS1 computing curriculum is broken down in to four main strands: Understanding how the use of information technology can benefit us; Working on information technology to produce digital content; E-Safety; and Coding.

The KS2 computing curriculum is largely similar, but contains additional strands for understanding Computer Networks and also Net Searches.

Each year, every student will complete learning objectives from these strands to ensure that they are digitally competent by the time they leave Primary School.

Each week, students will learn about a different area of computing, and use a wide range of information technology, ranging from programmable toys in Early Years, to coding software, known as Scratch, in KS2. Importantly, children are taught how to use information technology and the Internet safely across all units of work.

Computing Planning

Teachers will use the Teach Computing scheme as a template and adapt the plans to suit their classes, taking into account the individual needs of the class. Teachers will ensure that children are challenged, where necessary and that children with SEND are accommodated for. The planning ensures for progression across the unit, year-group and key stage. This will ensure that children are digitally literate by the time they leave Matthew Arnold.

The Foundation Stage

Whilst not taught explicitly in the EYFS stage, children at this stage will engage in Computational language which fits in with the thematic units they study. They will have access to IT equipment in their classrooms and use supplementary equipment, when and where necessary. Computing skills are taught through the various EYFS strands and this will be seen through Continuous Provision in the Early years. Children will have the opportunity to use the touch screen board at the front of the class, use IT equipment such as desktop, laptop or tablet computers in their classrooms and also other IT equipment such as BeeBots, CD Players, Remotely Controlled toys etc.

Contribution of Computing to Teaching in other Curriculum Areas

The development of children's Computing skills is linked to their ability to access the wider curriculum as they move through the school. Children will be expected to participate on Reading Plus, Times Table Rockstars and Spelling Shed as they move into KS2, so basic digital literacy, such as: finding a website, entering a username and password and using a trackpad or mouse will be required. Furthermore, in Y5 and Y6, their ability to publish work will be determined by their ability to type and edit using a word processor. Foundation subjects may wish to use the internet as a research tool, or as a tool to produce artwork or music.

Assessment and Recording

Evidence of computing lessons is stored in a 'Digital Floorbook' on the GoogleDrive, run by school. This allows teachers to easily upload and store their computing evidence. This also allows the subject leader to ensure that lessons are being taught appropriately. Evidence may include photos of the children, or of the work the children have completed. Evidence may also be stored using software used by the students, such as on Scratch, or on Tinkercad (where the work cannot be downloaded). However, links to these should be added to the Digital Floorbook for reference.

Health and Safety

Please see the Acceptable Use Policy

In summary, the school has a duty of care to teach children about E-safety and how to use the IT software available to them safely.

In terms of Health and Safety, children will remove water bottles or any liquids from tables when using IT equipment. Teachers will bring/return IT equipment to and from the classroom and model how they should be used.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Computing subject leader annually evaluates the strengths and weaknesses in the subject and indicates areas for further improvement in an action plan.

