



*What we do today, matters tomorrow.*

# COMPUTING POLICY STATEMENT

**Please read together with over-arching Curriculum Policy and Teaching and Learning Policy.**

## **Rationale**

Computing should enrich, modernise and support all aspects of our school's curriculum. Children's learning should be made more rewarding and inspirational by using ICT. Children's confidence and progress in their computing skills is essential for them to maximise their learning in the curriculum and to prepare them for the challenge of a rapidly developing and changing technological world.

The school's teaching should be made more creative and effective by using computers which provide innovative experiences that would either be less inspiring or impossible without them. The school's staff should be equipped and continually updated with computing skills and resources that enable them to feel confident in using ICT effectively in their teaching and wider professional role. The school's computing resources should be as up to date, relevant and as extensive as possible.

The children should have as much access to ICT as possible, especially for those with less access outside of school. The school should keep informed and responsive to technological advances. The school should explore innovative ways to use computers to teach creatively, communicate with all stakeholders and enrich learning.

## **Aims of Computing**

At Stokes Wood Primary School our aims are to:

- Ensure a broad and balanced computing curriculum is provided for all children regardless of ethnic origin, gender, class, aptitude or disability.
- Meet the national curriculum requirements for Computing.
- Embed computing across a curriculum that acknowledges its contribution to learning in all other subjects.
- Equip pupils with a progression of computing skills that they can apply both in and out of school.
- Support all staff to make effective use of ICT at a professional level.
- For computing to have a positive impact on pupils' creativity, motivation, independence and collaboration, behaviour and attitudes.
- Provide our children with an enjoyable experience of computers so that they will develop a deep and lasting interest and may be motivated to use them further.

- For children to use computers in experimental, imaginative, exploratory ways. This will include regular opportunities to engage with computer programming.
- Ensure that staff and children understand the capabilities, advantages, risks and limitations of ICT and consider the implications of its development for society.
- Make effective use of computers to transform teaching and learning providing opportunities that would otherwise not be possible.
- Facilitate electronic communication between home and school.
- Ensure the safety and well-being of our pupils.
- Teach Computing in line with the principles of our teaching and learning policy.
- Ensure computing resources are relevant and sufficient.

### **End points for Key stage 1**

Pupils understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Pupils create and debug simple programs.

Pupils use logical reasoning to predict the behaviour of simple programs.

Pupils use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Pupils recognise common uses of technology beyond school.

Pupils use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### **End points for Key Stage 2**

Pupils design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Pupils use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Pupils logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Pupils 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.

Pupils use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Pupils select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Pupils use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Computing curriculum overview and planning documents showing skills progression can be found on this link:**

[Curriculum | Stokes Wood Primary](#)