Horsted School

Computing Policy

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:
"We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success."

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **S**triving (they will be determined, persevere and they will be resilient);
2. **T**houghtful (They will be creative, logical and curious about their world and those around them);
3. **A**mbitious (personally, emotionally and academically);
4. **R**esilient (be motivated, be able to problem-solve and stay positive); and
5. **S**upportive (of themselves, others and their wider community) individuals.

Aim and purpose

We aim to achieve this through our curriculum's rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

Approved by:	Katherine Cordrey	**Date:** 17/3/2025
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Next review due by:	March 2027	

HORSTED SCHOOL

COMPUTING POLICY

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and computing, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.'

DfE The National Curriculum 2014

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. At Horsted, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world. Computers, tablets, and a variety of devices can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Horsted we aim to provide quality hardware and software for the use of everyone in school and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

The school's aims are to:

· Provide a relevant, challenging and enjoyable curriculum for all pupils, meeting the requirements of the national curriculum programmes of study for computing.
· Enhance learning throughout the curriculum using computing skills.
· To equip pupils with the confidence and attitude to continually develop their computing skill in response to future developments
· Provide staff with the means and training to optimise their use of ICT.
· To respond to new developments in technology.
· To develop everyone's understanding of how to use ICT and computing safely and responsibly in line with the school's E Safeguarding strategy.

STARS
The teaching of computing will enable children to
Strive - children will develop resilience and perseverance through various problem solving based activities and learning about bug fixing.
Thoughtful - children will be logical within their computing lessons when learning about algorithms and bug fixing. They will also use computing software to be creative such as when they use art, musical and design software.
Ambitious - children will engage with a range of software and hardware that will challenge them to think about computing in new ways.
Resilient - children will problem solve and be encouraged to stay positive with new challenges and bug fixing.
Support - children engage in group work in their computing lessons which will be underpinned by good team work skills. Children share and present their work - peers are encouraged to provide supportive feedback.

The national curriculum for computing aims to ensure that all pupils:

· can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
· 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.

Expectations:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (DfE 2014)

Organisation and Planning:

Computing is taught in mixed ability class groups in computing subject lessons and through activities taught in other subject lessons. All children in Key Stages One and Two have a weekly computing lesson taught by our dedicated Computing teacher. In the Foundation stage children are taught in small groups by a member of the EYFS team for half of the Autumn Term and then in slightly larger groups in weekly sessions in Spring and Summer Terms.

The Computing curriculum is organised to respond to the aims of the National Curriculum providing activities in which the children learn Digital Literacy, ICT and Computer Science. Wherever possible, activities are linked to the school's Creative Curriculum (refer to Curriculum Policy) and to enhance the teaching and learning in other subject areas but specific computing skills are taught and developed as outlined in the Computing long term plan and scheme of work (This has been developed by Kapow Primary).

Medium term planning is completed and evaluated by the Computing coordinator and the curriculum lead and shared with class teachers. Planning for teaching is regularly reviewed in response to evaluation and pupil questionnaires and, as far as possible, developments in ICT in wider society. As well as planned activities, children are also encouraged to use computing devices independently to enhance their learning across the curriculum.

Assessment, recording and reporting:

Each child's performance in Computing will be assessed by the teacher using ongoing formative assessment. Formative assessment is ongoing assessment used to monitor student learning in order to provide feedback that can be used to improve teaching and learning outcomes. Teachers record learning outcomes in a termly assessment book and summative assessments are recorded. Summative assessments indicate if the teacher thinks the child is working towards the expected level, at the expected level or at greater depth.

We check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support, i.e. moving children on from their starting points, providing different starting points and addressing misconceptions at the point of need. We provide children with incisive verbal feedback, about what they can do to improve their knowledge, understanding and skills.

Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.
Teachers will plan lessons so that pupils with SEN and/or disabilities can study English based on their starting points and ensure that there are no barriers to pupils achieving.
Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that there are teaching opportunities to help pupils develop their English.

Horsted School – Computing Policy

Class teachers will make the necessary adaptations to lessons so that all pupils can access English. Class teachers, as part of quality first teaching practices, recognise that all pupils have different starting points. Class Teachers use https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Educational-Support/TESS/QFT-Checklist-Primary-Class-Strategies.pdf to support them making choices about relevant adaptations.
Examples of Quality First Adaptations in English may be, but are not limited to:

Communication and Interaction:

'Rules' of good listening displayed, taught, modeled and regularly reinforced
Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
Key words/vocabulary emphasized when speaking and displayed visually with picture cues
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
Instructions broken down into manageable chunks and given in the order they are to be done
Delivery of information slowed down with time given to allow processing
Pupils are given a demonstration of what is expected
System of visual feedback in place to show if something has been understood
Pupils are encouraged – and shown – how to seek clarification
Talking buddies or similar used to encourage responses
TAs used effectively to explain and support pupils to ask and answer questions Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
'Word walls' or similar to develop understanding of new vocabulary

Cognition and Learning:

Key words/vocabulary emphasized when speaking and displayed clearly
Pre -teaching of subject vocabulary
Instructions broken down into manageable chunks and given in sequence
Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
Pupils encouraged to explain what they have to do to check understanding
Links to prior learning explicitly made
Key learning points reviewed at appropriate times during and end of lesson
Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children etc.
Use IT programs and apps. to reinforce and revise what has been taught
Teach keyboard skills

Social, Emotional and Mental Health:

Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self -confidence.
'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency
Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi -sensory resources
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.

Make expectations for behaviour explicit by giving clear targets, explanations and modeling

Where possible, create a quiet area both for working and as a 'quiet time' zone

Use a visual timer to measure and extend time on task – start small and praise, praise, praise

Provide alternative seating at carpet time if this is an issue

Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary

Ensure that tools/equipment are easily accessible and available for use.

Use pupil's name and ensure you have there attention before giving instructions

Chunk instructions and support with visual cues.

Make use of different seating and grouping arrangements for different activities

Communicate in a calm, clear manner

Keep instructions, routines and rules short, precise and positive

Listen to the pupil, giving them an opportunity to explain their behaviours.

Use Restorative Justice Harmer and Harmed question cards.

Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil

Allow pupil to have a safe place to store belongings and fiddle toys

Ensure groupings provide positive role models

Transition from whole class work to independent or group work is taught, clearly signalled and actively managed

Sensory and Physical Needs:

Give as many first hand 'real' multi-sensory experiences as possible

Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye

Try out different paper/Smartboard colours to try to find best contrast

Consider lighting – natural and artificial – which is most comfortable?

Avoid shiny surfaces which may reflect light and cause dazzle

Take advice from specialist teams related to font style and size

Short spells of visual activity should be interspersed with less demanding activities

Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board

Address the pupil by name to get their attention

Avoid standing in front of windows – your face becomes difficult to see

Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.

Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)

Gain pupil's attention before important information is given

Keep background noise to a minimum

Slow down speech rate a little, but keep natural fluency

Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning

Allow more thinking and talking time

Model and teach careful listening along with signals when careful listening is required

Repeat contributions from other children – their voices may be softer and speech more unclear

Occasionally check that oral information/instructions have been understood

Face the pupil when speaking Keep hands away from mouth

Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent

Seating should allow pupil to rest both feet flat on the floor – check chair heights

Desk should be at elbow height

Sloping desk provided if possible

Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions

Seated where there are minimal distractions e.g. away from windows and doors

Break down activities into small chunks with praise for completing each part

Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding

Once the child is confident with this, perhaps they could be asked to explain the task to another child or small group

Teach sequencing skills

Allow access to lap-tops/tablets etc. & teach key board skills (e.g. BBC 'Dance Mat' typing)

Even with support, some children may not progress as is expected. They may have specific learning needs. If this is the case, the child's teacher, in discussion with the SENCO, and the child's parents, may conduct further investigations and seek support from outside agencies.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

The Role of the Subject Leader:

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in computing education passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in computing, supported by the progression document for Computing and liaise with senior leadership on any action necessary.
- To liaise with appropriate bodies e.g. other primary and secondary schools, governors, the LEA etc. concerning matters relating to computing.
- To monitor learning in computing by working alongside colleagues and by viewing children's achievements.
- To maintain safeguarding standards and measures set out in the school safeguarding policy
- To attend professional networks and CPD to ensure latest advice is reported to SLT and teaching staff
- To liaise with Network manager/Technical support to ensure all resources and school ICT systems are maintained in optimum working order
- To develop school ICT resources in response to Technical and pedagogical developments and in liaison with SLT and Network manager being mindful of future needs
- To maintain the ICT inventory to enable effective budgeting for future needs
- To promote efficient and effective use of ICT resources and systems in the day to day work of the school.

Health and safety:

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:
about hazards, risks and risk control.

- to recognise hazards, assess consequent risks and take steps
- to control the risks to themselves and others.
- to use the information to assess the immediate and cumulative risks.
- to manage the environment to ensure the health and safety of themselves and others.
- to explain the steps they take to control risks.

Please also see our online safety policy.