



Computing Policy

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PROUD TO BE A
MUSIC MARK
SCHOOL



Mersea Island School **Policy for Computing**

Sharing our vision

Mersea Island School is proud to be at the heart of our island community. We recognise the importance of strong partnerships and work together, closely, with all members of our community to provide our pupils with a wide range of learning opportunities, both within and beyond the school setting. Our school culture is founded on the belief that every child has the capacity to be successful. We believe learning should be enjoyable and memorable and embrace the creative aspects of the curriculum.

Our curriculum drivers are based on:

C ommunity
A spiration
R espect
E njoyment

At our school we care about each and every child and their family. We pride ourselves on the strength of our relationships and we encourage open and honest conversation which is based on mutual respect and a shared view that every child leaves us having achieved the very best they possibly can. We equip our pupils with the necessary life skills to be successful, kind and respectful members of the wider world.

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 design and technology, 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.

National Curriculum 2014





Rationale for Computing

At Mersea Island Primary School, we want our children to receive a high-quality Computing education so that all pupils are confident in the fundamentals of computing, and have the ability to apply their knowledge, skills and understanding in a range of meaningful contexts. The curriculum for Computing is carefully sequenced to build knowledge, skills, vocabulary and experiences which build on prior learning and enable pupils to make connections between ideas/their learning and the world around them. We want the children to see Computing as being relevant to their world and applicable to everyday life as well as being something that they need as they move on through their school life and ultimately to the world of employment/and beyond.

To that end, we aim to provide a high-quality, consistent and creative experience which is one that develops the children's ability to recognise and use technology and one which allows them to apply the skills they have developed in a variety of ways.

Intent

At Mersea Island Primary School we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children's futures both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing will also support children's creativity and cross curricular learning to engage children and enrich their experiences in school. We recognise our school has a very unique setting and use the local environment as a rich learning resource. We are mindful that our pupils need to be aware of the cultural diversity which exists beyond the island and actively seek opportunities to deepen our pupils' awareness, understanding and tolerance of the multicultural world in which we live.

Implementation

- A clear and effective scheme of work that provides coverage in line with the National Curriculum.
- Teaching and learning should facilitate progression across the key stages within the strands of digital literacy, information technology and computer science
- Access to resources which aid in the acquisition of skills and knowledge.
- Children will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications
- Children will have the opportunity to explore and respond to key issues such as digital communication, cyber-bullying, online safety, security, plagiarism and social media.





- Wider Curriculum links and opportunities for the safe use of digital systems are to be considered in wider curriculum planning.
- The importance of online safety is shown through displays within the learning environment and computer suite.
- Parents are informed when issues relating to online safety arise and further information/support is provided if required.
- As well as opportunities underpinned within the scheme of work, children will also spend time further exploring the key issues associated with online safety.

Impact

The implementation of our Computing curriculum ensures that when children leave Mersea Island Primary school, they are competent and safe users of ICT with an understanding of how technology works. They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in computing to different challenges going forward. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. We want our children to understand the internet is a valuable resource but also be aware of how to keep themselves safe online.

What should you expect to see in the learning environment?

Early Years

In the new 'Development Matters' the distinct section on Technology has been removed, on the understanding that children now have very high levels of access to ICT such as phones and tablets.

Instead, ICT is understood as a way that children may record and develop their play and thinking, switching fluidly between first-hand and on-screen experiences.

In Nursery

It is important in the foundation stage to give children a broad, play-based experience of technology in a range of contexts, including outdoor play. Technology is not just about computers. Early years learning environments should feature technology in scenarios based on experience in the real world, such as in role play.

In Reception

In Reception we build on any previous experiences the children have had access to in their Nursery settings. In the Reception classroom setting there are two interactive whiteboards which both the teachers and children use daily. The children use the IWB to access games to enhance their learning across the curriculum. We have 4 PCs which the children can use to gain confidence and mouse control. Towards the end of the academic year the children will begin to visit the computer suite and learn how to log onto the online learning platform in readiness for transition into Year 1.

Recording devices can support children to develop their communication skills. This is particularly useful

...sailing to success





with children who have English as an additional language.

We have 6 Beebots to introduce the children to coding.

In Nursery and Reception classes the class teachers, LSAs and nursery staff use the iPads for Tapestry – an online learning journal which records observations and assessments.

Year 1 -6

The children go weekly to use the Computing Suite. We have 16 laptops and 30 iPads. A whole class can work in the suite on individual devices. Each classroom has an Interactive Whiteboard (Smartboard/Mimio) that can be used both by the staff and children. Each class teacher has a class Ipad. SEN children have their own laptops in their classroom for their individual needs.

The Curriculum & Planning

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links. Furthermore, it gives excellent supporting material for less confident teachers.

In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice should be planned and the Purple Mash scheme allows for this.

Staff confidence and expertise will be developed if requested through training sessions provided by the Computing Coordinator, and external agencies. Support will be given, where possible, with Computing planning and teaching by the Computing coordinator.

The teaching of Computing to children with SEND

At Mersea Island Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statements and non-statement. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, SEN have access to a laptop throughout the day. Any areas of need/extra teaching – especially in the area of online safety - are covered by Miss Gibbons in her social skills group

Homework

Teachers and Support staff are able to set **2dos** in Purple Mash. They are a simple and versatile way of setting work for classes, individual pupils or groups within the school.

2dos can be set for a particular piece of homework, class topic, or any other project of choice.





Recording

Each child has an individual login for Purple Mash. They have an area 'My Work' – This is where their individual work is stored. Only the child and teacher can access this.

Marking and Feedback

Verbal feedback is given throughout practical lessons. Written feedback can be given by teachers on 2dos that have been set.

Assessment

At Mersea Island School we recognise that effective Assessment for Learning (AfL) lies at the heart of a mastery curriculum.

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep track of children's work using Purple Mash. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.

Assessments – Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Summative assessment is undertaken at the end of each topic taught. The class teachers enter judgements for the children in their class. Recording those working above or below the average. The curriculum leader will then review assessments and speak with the class teacher to discuss how children can move forward. In Early Years observations and discussions can be recorded on Tapestry and a survey is sent to parents at home regarding the children's use of technology in the home - this both helps class teacher assessments and next steps for the children's learning.

Reporting

Year 1 - 6

On the end of year report children are given a RAG rating for both attainment and effort in the area of Computing.

Monitoring

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Reflective teacher feedback





Health and Safety

Children should not be responsible for moving heavy equipment around the school. They should not be given the responsibility of plugging in and switching machines on without a member of staff present.

Food and drink should not be consumed near computing equipment.

- It is the responsibility of staff to ensure that classroom computing equipment is stored securely, cleaned regularly and that their class or they leave the equipment clean and tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are advised to take great care on the content accessed by children.

Review and evaluation procedures

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The Computing Co-coordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the Computing curriculum and arrange CPD in relevant areas.

Equality

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum Policy reflects a commitment to equality. In 2020 the staff at Mersea Island School reviewed the curriculum content.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.





- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

This policy should be read in conjunction with the following policies:

Assessment, Marking and Feedback Policy, EAL Policy, Equalities Policy, SEND Policy, Pupil Premium Policy, Looked After Children Policy & Policy for Gifted, Talented & More Able Pupils.

This policy was agreed on:

By:

Renewal date:



