

Lytham C of E Primary School



Computing Policy

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

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).

Our aim is for children to become confident users of technology and to develop the skills and knowledge relating to Computer Science, Digital Literacy and Information Technology. Computing education is an integral part of preparing children to live in a world where technology is continuously evolving so, at Lytham C of E, we dedicate an hour a week. We endeavour to ensure that our children fully grasp the relevance of and the possibilities of emerging technologies so that they can play a part in this rapidly changing landscape.

Intent

At Lytham C of E, we want pupils to be masters of technology. Technology is everywhere and will play a pivotal part in our students' lives in an ever- changing digital world, therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers, our broad curriculum encompassing computer science, information technology and digital literacy reflects this. These strands are taught discreetly through a range of units during children's time in school to ensure the

learning is embedded and skills are successfully developed and consolidated. Lytham C of E children will understand that there is always a choice with using technology and, as a school, we utilise technology to model positive and independent use when digitally problem solving.

We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively, which will in turn inspire our pupils to become skilful computer scientists.

Online safety is woven throughout the computing curriculum. Pupils are taught to identify where to go for help and support, and when they have concerns about content or contact on the internet or other online technologies.

Implementation

At Lytham C of E, computing is taught in direct computing lessons, and the use of technology is encouraged to support learning across all curriculum areas. We use the Teach Computing scheme of work to cover the three areas of the Computing National Curriculum: Digital literacy, Computer Science and Information Technology. At Lytham C of E, we spend an hour a week teaching and/or accessing the Computing curriculum. During computing lessons, the children will use either iPads, laptops, computers and/or programming equipment in order to access a range of apps and software.

Online safety is taught regularly at an age appropriate level and forms the basis of all computing learning. Children are also taught about vocabulary linked to computing and key skills for life including touch typing.

Lytham C of E staff aspire to embed computing across the whole curriculum to make learning creative and accessible for all. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

Computing in EYFS

Nursery and Reception children are taught through the EYFS curriculum using 'Development Matters' goals and is assessed using the Early Learning Goals where clear outcomes are found in the section related to Understanding the World (UTW). The work is ongoing throughout the year and is differentiated according to ability. It is important in Early Years to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. Computing is not just about computers but encouraging them to become problem solvers and computational thinkers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.

Impact

Teachers are continually assessing and adapting lessons, as they feel appropriate. The Teach Computing scheme has assessment opportunities and guidance within its planning. There are also learning objectives and self-assessment opportunities in the PowerPoints linked with each lesson.

Assessment

- Children in the Foundation Stage are assessed in accordance with the EYFS curriculum.
- End of year Assessment trackers are used in years 1-6.

Evidencing

Staff will observe the skills displayed by pupils and discuss these with them, assessing them against objectives at the end of a unit of work which require the application of skills or knowledge.

Monitoring

The Curriculum leader, alongside SLT, is responsible for monitoring and evaluating curriculum progress. This is done through learning walks which involve lesson observation drop-ins, pupil interviews and subject-specific conversations with staff.

Curriculum Design

Each term a class will work on completing two units of work from the yearly overview (Long Term plan). This will ensure the breadth of skills and knowledge as detailed in the national curriculum for computing is taught during each key stage.

The curriculum is reviewed annually, with developments based on monitoring conducted throughout the year. A whole-school curriculum map is in place that outlines relevant coverage of Computing, as well as individual maps for each year group. This has been meticulously planned out with clear progression within year groups, incorporating the EYFS expectations and National Curriculum programme of study. There is an appropriate balance of content (e.g. IT, computer science, Digital Literacy) and Online Safety is covered in every year group both as part of the Computing scheme of work as well as through other curriculum areas and through the Evolve project. Guidance for teachers is provided in the form of a yearly expectations overview, which identifies expected standards (skills, knowledge and understanding) for each year group. Resources are located online at <https://teachcomputing.org/curriculum> Each class is allocated a time in the IT suite or using the bank of laptops to teach computing. Sufficient time is also available to reserve laptops to support learning in other aspects of the curriculum.

Online Safety

Pupils at Lytham C of E have access to a range of online materials that enrich and extend teaching and learning opportunities. The benefits of teaching and learning are many and varied. Pupils will be given clear objectives for internet use and will access material under

guidance from their class teacher. Teachers will supervise pupils and take all reasonable precautions to ensure that users only access material appropriate to their learning.

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

The Internet provides access to a greater library of resources to support learning. However, whereas the resources in school are carefully selected to be consistent with national and school policies those on the Internet are not. Therefore, the school will only connect to the Internet through the BTLancashire site. A service provider that is monitored and regulated to allow material that has been deemed suitable for children to be viewed. Children will only be allowed to use the Internet when there is adult supervision. The positive use of the internet as a learning resource far outweighs the risks involved. The children will be taught about the issues and concerns and receive ongoing education in choosing and adopting safe practices and behaviours. Rules for the safe use of the Internet have been established. These rules will be discussed with the pupils and also displayed near Internet access for a referral. We also monitor the online activity of staff, children and visitors to Lytham C of E. Any concerns that arise are reported immediately to our Designated Safeguarding Leader Mr S Booth.

Action is taken immediately to address any concerns that arise (in line with our Behaviour, Anti Bullying, Equalities, Safeguarding or PREVENT policies and procedures).

Planning and evaluation

Planning is normally at the individual class level and is overseen by the Computing leader. Planning is used to:-

- a. Set clear objectives;
- b. Ensure that work is matched to pupils abilities, experience and interests;
- c. Ensure progression, continuity and subject coverage throughout the school;
- d. Provide criteria for assessment and evaluation of teaching and learning.
- e. Ensure the needs of pupils in mixed age classes are met at the appropriate level

Teachers are encouraged to use the unit overview that accompanies each unit of the Teach Computing scheme of work. This provides objectives for the lesson, a clear lesson by lesson sequence and links to resources. Teachers are encouraged to adapt the resources and plans to suit individual cohorts and circumstances.

Special Educational Needs & Disabilities (SEND)

Computing is taught to, and inclusive of, all children, whatever their ability. Using high quality resources, teachers provide learning opportunities that are matched to the needs of children

with learning difficulties and when necessary, take into account the targets set for individual children in their Individual Education Plan (IEPs).

Learning at Home

At home children are substantial consumers of computing technologies including for gaming, communication, content creation and research purposes. Home learning projects capitalise on these skills.

British Values

At Lytham C of E Primary School, we take pride in promoting a range of British Values in line with the 2011 Prevent Strategy of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Equality and Diversity

As a school community, Lytham C of E is committed to promoting equal opportunities for all those involved within the school community, whether staff, students, visitors, contractors or clients. This commitment is to ensure that people's individual qualities are recognised and celebrated; and that people are treated with dignity and respect. Lytham C of E recognises that discrimination, harassment and victimisation may be experienced by some protected characteristics in a number of ways, including day-to-day interaction with colleagues, peers, visitors, pupils and staff. Lytham C of E will ensure that equality of opportunity is promoted by recognising and celebrating diversity, continuing our proactive equality strategies and plans and complying with the requirements of the Equality Act 2010 and its associated duties. This policy applies to all irrespective of:

- age,
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex, and sexual orientation

(Protected characteristics, equality and human rights act 2010)

Reviewed: April 2025

Next Review: April 2026

Reviewed by: Angela Lumby

Agreed in Governors: