

NANTWICH PRIMARY ACADEMY and NURSERY

PRINCIPAL – SUE SPENCE

Computing Policy



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1. INTENT

Through our computing curriculum at Nantwich Primary Academy, we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a creative, as well as responsible and safe way to flourish. We acknowledge that technological devices and software are an integral part of everyday life, and that society is becoming more and more reliant on technology to guide, innovate and develop practice in many sectors of work, education, and daily life.

We will strive to keep children safe online and provide them with the knowledge and tools to do so. We will also empower parents, carers, and the wider community with up-to-date information regarding keeping children safe online.

We want children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate and competent end-users of technology but through our computer science lessons we want them to develop creativity, resilience, and problem-solving, and critical thinking skills.

We want our pupils to have a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens. We will use IT and computing to empower staff to work more efficiently, creatively, and effectively to improve their teaching and the assessing of the pupils in their class.

2. IMPLEMENTATION

At Nantwich Primary Academy, we believe that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world.
- allows children to become creators of digital content rather than simply consumers of it.
- provides access to a rich and varied source of information and content.
- communicates and presents information in new ways, which helps pupils understand, access, and use it more readily.
- can motivate and enthuse pupils.
- offers opportunities for communication and collaboration through group working both inside and outside of school.
- has the flexibility to meet the individual needs and abilities of each pupil.

Our pupils have access to iPads and a dedicated computing suite. However, we are in the process of equipping every Key Stage 1 and 2 class with iPads, so that the majority of these pupils are part of a 1:1 device program. We intend to deploy iPads to every pupil, and these will be used to build on learning to access the broader curriculum. Teachers already have access to a class laptop and iPad. All iPads and computers around the school are networked and have Internet access. We keep resources for ICT and computing, including software, in a central store.

As part of our revamped curriculum plan, teachers will regularly be part of a monitoring, developing and reviewing process throughout the academic year. Teachers will assess pupils' capability through observations and looking at completed work and gaining evidence from pupil voice. Formative assessment is carried out daily following tasks and activities and summative assessment is carried out at the end of each unit of work.

Teachers use online platforms to save children's work or use dedicated folders on our school server. Upon completion of the new iPad roll-out, they will use Showbie and complementary apps to record evidence and provide effective feedback. The children will equally be then able to share what they have achieved in each lesson by writing, typing, using voice notes or taking photos and videos. At the end of the half term, the hope is that children will upload their journal to Showbie where teachers make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

The ICT and computing technician (Red Top) / coordinator are responsible for regularly updating anti-virus software.

Children sign the iPad User Contract form when they enter the school in September.

Use of ICT and computing will be in line with the school's 'acceptable use policy'. All staff must sign a copy of the school's policy annually.

Children sign a 'Responsible internet access and ICT use for pupils' form when they enter the school in Year 1.

Parents will be made aware of the 'acceptable use policy' at school entry.

All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.

The rules of online safety are displayed where any child can access the internet. If a child breaks these rules, they will be denied internet access for a period of time after which the situation will be reviewed.

All staff, including managerial and administrative staff, receive support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

At Nantwich Primary Academy we believe in providing our pupils with the best possible education by using the best available tools and teaching methods. We are committed to fully inclusive, personalised learning and we always aspire to do all we can to ensure that each and every child progresses quickly and achieve their full potential, regardless of any barriers

Teachers identify children who are gifted and talented in the area of Computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of computing both in specific computing lessons and when using ICT in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of computing.

Planning

At Nantwich, we have adapted our planning to the NCCE (National Centre for Computer Excellence) model, following conversations and training with their SME (Subject Matter Expert) Paul Gerrie. Staff have adapted their planning and assessment and made close links with STEM wherever possible, to make it relevant to the children of our school. Staff follow medium term plans with the objective set out in the national curriculum, key vocabulary and links to activity ideas. There are supporting rubrics and learning graphs. The units have been planned and designed to enable pupils to achieve stated objectives and will allow for clear progression.

Monitoring

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the computing subject leader. The computing subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the

school. The computing subject leader will give the principal an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The computing subject leader will have specially allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT and computing.

3. IMPACT

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. Activities will contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

3 CULTURAL CAPITAL

Throughout Early Years there are opportunities for children to become more culturally aware using the immediate environment of home, school and local area. Expectations, around pupils becoming effective communicators, are enhanced in school in partnership with increasing parental engagement.

Throughout Key Stage 1 there are opportunities for pupils to access outdoor learning, to develop existing skills from Early Years, within the maths and English curriculum. The cultural diversity of the local and further area is explored and the vibrancy celebrated to develop respect amongst our young citizens to uphold British Values.

Throughout Key Stage 2 pupils' life skills are further developed to show an understanding and demonstration of the attitudes needed to recognise their own and others, social, emotional and mental wellbeing. The varied and rich enhancements offered to pupils develop their range of vocabulary and debating skills around current affairs.

By the end of primary school, pupils are confident and clear communicators who are able to articulate their views and opinions, in a range of situations, thus enabling them to become responsible citizens who enhance the community they live in.

- Children will learn about the impact and changes in computing in the 21st century, researching such figures as Alan Turing, Steve Jobs and Bill Gates.
- Email communication with industry
- Video conferencing
- Children to be exposed to computing in industry with such things as robotics in factories
- Use of coding via team work challenges and STEAM kits

Cultural Capital is the accumulation of knowledge, behaviours and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a student will draw upon to be successful in society, at secondary school and further education, leading eventually to their career and the world of work. At Nantwich Primary Academy we enhance children's experiences and learning by utilising different opportunities in our computing curriculum, across the whole curriculum and around school.

We provide engaging computing lessons weekly for every child in which we include various experiences to develop their skills to prepare them for the real world. We aim to foster children's curiosity and fascination with technology so that this thirst for knowledge remains with them for the rest of their lives. We give children as many opportunities as possible to experience, explore and explain the wide variety of technology in the world in order for them to become informed and thoughtful members of the digital community.

4 AMBITIOUS CURRICULUM

At Nantwich Primary Academy, our ambitious Computing curriculum empowers pupils to utilise technology confidently and creatively, developing vital life-skills for a digital world. We strive to teach responsible and safe online practices, ensuring our curriculum is accessible to every child. Our approach nurtures digital literacy, problem-solving, and critical thinking skills through engaging computer science lessons. We believe in fostering a sense of global citizenship, allowing pupils to understand their roles in the wider digital community.

Implementation encompasses essential life skills, creation of digital content, access to diverse information sources, and opportunities for collaboration. We provide comprehensive resources, from 1-to-1 iPads in Key Stage 2 and additional iPads in Key Stage 1 to a dedicated computing suite, while continuously monitoring and assessing pupils' progress. Our commitment to inclusive, personalised learning promotes rapid progress for all, ensuring gifted students are sufficiently challenged.

The impact of our curriculum is evident in pupils' growing competence and confidence in computing skills. We celebrate cultural diversity and uphold British Values, enriching our curriculum with historical figures, industry exposure, and real-world applications. At Nantwich Primary Academy, we cultivate well-rounded, responsible digital citizens prepared for future success.

APPENDIX 1 – PROGRESSION MAP

