Statement of intent

At Dussindale Primary School, 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.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the national curriculum computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

Legal framework

This policy is in regard to and compliant with the following statutory guidance:
- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

Roles and responsibilities

The headteacher will:
- Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Primary Computing Policy, as written, is disseminated to the computing subject leader, teaching staff and parents, for implementation.
- Hold the computing subject leader to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

The computing subject leader will:
- Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.

- Keep the headteacher and other stakeholders, informed about Dussindale Primary School's implementation of the primary computing curriculum.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

Teachers will:
- Plan and deliver the requirements of the national curriculum computing programmes of study to the best of their abilities.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

Early years foundation stage (EYFS)

Although computing is not a statutory part of the EYFS, we will ensure that pupils of reception age receive a broad, play-based experience of computing through the use of new technologies.

Curriculum delivery

Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.

The core requirements of the national curriculum computing programmes of study, such as coding/programming, will be delivered through the Dussindale scheme of work, during a dedicated weekly computer lesson.

We have acquired laptops and tablets, ato support the delivery of the primary computing curriculum. Licenses were also purchased.

An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the national curriculum primary computing programmes of study.

Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.

Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

An SLA with Updata is in place, and all computing-related devices and related applications have access to the internet. This SLA will be reviewed with the Yare Education Trust to ensure that it continues to represent the best value for money.

Differentiation

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

Grouping pupils by ability and setting different tasks for each ability group.

Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil's first language where they use English as an additional language.

Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.

Staff training

The computing subject leader will be responsible for the identification and delivery of staff training requirements.
Staff training requirements will be met by:
- Auditing staff skills and confidence in the use of computers and ICT on an annual basis.
- Arranging top-up training for individual staff members as required.
- The computing subject leader will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

This policy should be read in line with all other school policies.