Featherstone Primary School
Computing Curriculum

Governors Board: Curriculum, Standards and SEN
Implementation date: 27th June 2018

The Legal Requirements for Computing

Featherstone Primary School provides Computing Education in accordance with the statutory requirements of The National Curriculum.

Computing Curriculum Aims

In Featherstone, the children are encouraged to use the internet to further their learning. Our aim is to create and deliver a high-quality, purposeful computing curriculum that inspires and engages our children within their lessons. We do this through a cross-curricular approach. This means that Computing lessons and objectives are met at every opportunity. For example, children can learn how to select, use and combine a variety of software in a Literacy lesson where they record and edit movie trailers for the book that they are reading. Computing software is upgraded when needed and new technology is used at every opportunity. This ensures learning is purposeful and fun.

National Curriculum

Key stage 1

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

E-Safety lessons

All children will receive planned e-safety lessons throughout ICT lessons and e-safety assemblies. Teachers will incorporate e-safety messages throughout every lesson where the children will require access to the internet. These lessons will be regularly revisited and revised to suit the new technologies in and out of school. Key messages will be delivered through a variety of assemblies to ensure all children are aware of the matter. They will also be made aware to question the validity of the information they find online.

E-safety should be a focus in all areas of the curriculum and staff should reinforce e-safety messages in the use of ICT across the curriculum.

- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches. The homepage of every child's internet browser will be a safe 'child-friendly' search engine.
- Where pupils are allowed to freely search the internet, e.g. using search engines, staff should be vigilant in monitoring the content of the websites the young people visit.
- It is accepted that from time to time, for good educational reasons, pupils may need to research topics during (e.g. weapons, which could be part of a study on the Roman Army) that would normally result in internet searches being blocked. In such a situation, staff can request that the ICT Leader can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should have clear reasons to support the need of these websites. Requests for website release should be made to the ICT Leader beforehand. This will be taken into account when reviewing the weekly reports from policy central.
- Pupils should be taught in all lessons to be critically aware of the materials / content they access online and be guided to validate the accuracy of information.

Teaching and Learning

It is the responsibility of each teacher to ensure that Computing is taught in each year group and that lessons are in accordance with The National Curriculum. Computing is embedded throughout the academic year in teacher's long and medium-term planning, which is regularly checked by the ICT Leader to ensure that statutory requirements are met.

Monitoring, Evaluation and Review

Monitoring of the standards of the quality of teaching in ICT is the responsibility of the ICT Leader. The work of the subject coordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The Policy will be reviewed every **two** years.