

Computing Policy

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Nominated Member of Governing Body Responsible for the policy:

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This policy will be reviewed every three years, and following any concerns and / or updates to National and Local guidance or procedures

Computing Policy 2020

Purpose of study

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.

The vision and values of the school

To nurture and build the skills required for children to successfully navigate themselves through a constantly advancing digital era. This includes developing digital literacy and prospering online-safe, online-inspired and online-confident children.

Our school's vision for computing was inspired and incorporates the **Sheffield Primary Computing Scheme of Work and Progression Framework**.

Our school is currently in the process of fully integrating a 3-year Computing plan designed in conjunction with **Sheffield City Councils Primary Computing e-learning services**. This plan is designed to allow teachers to start at the appropriate year according to skills and prior knowledge of pupils. **The Sheffield Primary Computing Progression Framework is separated into five strands:**

- **Strand 0**
Key Skills
- **Strang 1**
Communicating: Text and images
- **Strand 3:**
Understanding & Sharing data
- **Strand 4 & 5:**
- **Programming & Algorithms**

The aim of this 3-year plan is to ensure children are accessing the curriculum at a level which is appropriate for their level ability. This will allow teachers to enhance differentiation and upskills computing competence of the children in school.

Aims for each year group

- Below is a detailed breakdown of the curriculum and objectives for each year group in school.
- The aims have been defined in conjunction **Sheffield Primary Computing Scheme of Work and Progression Framework.**

Aims: Foundation Stage 2

What is a key Computer? Key Skills.

- Use different digital devices.
- Recognise that you can access content on a digital device.
- Use a mouse, touchscreen, or appropriate access device to target and select options on screen.
- Recognise a selection of digital devices.
- Recognise the basic parts of a computer, e.g. mouse, screen, keyboard.
- Select a digital device to fulfil a specific task, e.g. to take a photo.

Presenting information & Multimedia

- Use technology to explore and access digital content.
- Operate a digital device with support to fulfil a task.
- Create simple digital content, e.g. digital art.
- Choose media to convey information, e.g. image for a poster

Data

- Access content in a range of formats, e.g. image, video, audio.
- Answer basic questions about information displayed in images e.g. more or less.

Programming & Algorithms

- Explore technology.
- Repeat an action with technology to trigger a specific outcome.
- Recognise the success or failure of an action.
- Follow simple instructions to control a digital device.
- Recognise that we control computers.
- Input a short sequence of instructions to control a device.

Digital Literacy

- Are aware that some online content is inappropriate.
- Are aware that information can be public or private.
- Know to tell an appropriate adult if they see something on the computer that upsets them.

Aims: Year 1

What is a Computer? Key Skills

- Recognise a range of digital devices.
- Select a digital device to fulfil a specific task, e.g. to take a photo.
- Name a range of digital devices, e.g. laptop, phone, games console.
- Log on to the school computer / unlock the school tablet with support.
- Identify the basic parts of a computer, e.g. mouse, keyboard, screen.
- Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer.
- Open key applications independently.
- Save and open files with support.
- Add an image to a document from a given folder/source with support.

Presenting information & Multimedia

- Create digital content, e.g. digital art.
- Choose media from a selection (e.g. images, video, sound) to present information on a topic.
- Recognise that you can find out information from a website.
- Recognise that you can edit digital content to change its appearance.
- Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush.
- Combine media with support to present information, e.g. text and images.

Data

- Recognise different forms of digital content, i.e. text, image, video and audio.
- Collect simple data (e.g. likes/dislikes) on a topic.
- Present simple data using images, e.g. number of animals.
- Recognise charts and pictograms and why we use them.
- Explain information shown in a simple chart or pictogram.
- Modify simple charts/pictograms, e.g. add title, item or labels.
- Identify the key features of a chart or pictogram.
- Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart.

Programming & Algorithms

- Recognise that computers don't have a brain.
- Explain that we control computers by giving them instructions.
- Create a simple program e.g. to control a floor robot.
- Create a simple algorithm.
- Predict the outcome of a simple algorithm or program.
- Explain what an algorithm is
 - a sequence of instructions to make something happen.
- Recognise that the order of instructions in an algorithm is important.
- Debug an error in a simple algorithm or program e.g. for a floor robot

Digital Literacy

- Use a simple password when logging on, where relevant.
- Explain why we use passwords.
- Recognise examples of personal information e.g. name, image.
- Know who to tell if concerned about content or contact online.
- Recognise that digital content belongs to the person who created it.
- Talk about their use of technology at home.

Aims: Year 2

What is a Computer? Key skills

- Recognise what a computer is (input > process > output).
- Recognise that a range of digital devices contain computers, e.g. phone, games console, smart speaker.
- Explain what the basic parts of a computer are used for.
- Identify and use input devices, e.g. mouse, keyboard; and output devices, e.g. speakers, screen.
- Open key applications independently.
- Save and open files to/from a given folder.
- Add an image to a document from a given folder/source.
- Resize an image in a document.
- Highlight text and use arrow keys.
- Capture media independently (e.g. take photos, record audio).

Presenting information & Multimedia

Create simple digital content for a purpose, e.g. digital art.

- Recognise that we can use technology to record and playback audio or take and view photographs.
- Apply edits to digital content to achieve a particular effect, e.g. emphasise part of a text.
- Present ideas and information by combining media, e.g. text and images.
- Explain that you can search for information on the internet.
- Plan out digital content, e.g. a simple sketch or storyboard.
- Identify the common features of digital content, e.g. title, images.
- Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.

Data

- Identify different forms of digital content, i.e. text, image, video and audio.
- Recognise charts, pictograms and branching databases, and why we use them.
- Identify an object using a branching database
- Recognise an error in a branching database.
- Create a branching database using pre-prepared images and questions
- Identify the features of a good question in a branching database.
- Independently plan out and create a branching database.
- Evaluate a given branching database and suggest improvements.

Programming & Algorithms

- Explain that computers have no intelligence and we have to program them to do things.
- Create a program with multiple steps e.g. to control a floor robot.
- Predict the outcome of an algorithm or program with multiple steps.
- Recognise that the instructions in an algorithm need to be clear and unambiguous.
- Identify and correct errors in a given algorithm or program and recognise the term debugging.
- Explain what an algorithm is, and that when inputted on a computer it is called a program.
- Plan out a program by creating an algorithm, and evaluate its success

Digital Literacy

- Remember a simple password to log onto the computer or a website.
- Identify rules for acceptable use of technology in school.
- Recognise what personal information is and the need to keep it private.
- Recognise that spending a lot of time in front of a screen can be unhealthy.
- Recognise that some information found online may not be true.

Aims: Year 3

What is a Computer? Key Skills

- Describe what a computer is (input > process > output).
- Explain the difference between input and output devices on a computer.
- Know where to save and open files (e.g. in shared folder).
- Save files with appropriate names.
- Use a keyboard effectively to type in text.
- Use left-, right- and double-click on the mouse.
- Add an image to a document from the internet.
- Resize and move an image in a document.
- Use a search engine to find simple information.
- Recognise that school computers are connected.

Presenting information & Multimedia

- Present ideas and information by combining media independently, e.g. text and images.
- Design and create simple digital content for a purpose/audience, e.g. poster.

- Edit digital content to improve it, e.g. resize text.
- Identify the features of a good piece of digital content.
- Explain why we use technology to create digital content.
- Recognise why we use different types of media to convey information, e.g. text, image, audio, video.

Data

- Recognise charts, pictograms and databases, and why we use them.
- Present information using a suitable chart
- Explore a record card database to find out information.
- Use filters in a database to find out specific information.
- Name the key parts of a database, e.g. record, field, search.
- Answer questions about information in a database.
- Name some benefits of using a computer to create charts and databases.
- Recognise that search engines store information in databases.

Programming & Algorithms

Predict the outcome of a block or textbased program (Scratch/Logo).

- Successfully modify an existing program, e.g. change background, number of times things happen.
- Identify repeated steps in a program or algorithm.
- Create examples of algorithms containing count-controlled loops.
- Use a count-controlled loop (e.g. repeat 3 times) to make a program more efficient.
- Recognise that we can create an algorithm to help plan out a program.
- Recognise a forever loop in a program or algorithm.
- Use a forever loop in a program to keep something happening.
- Identify errors in a block or text-based program and correct them.
- Recognise that different inputs can be used to control a program.

Digital Literacy

- Explain why we need to keep our password safe.
- Recognise that digital content belongs to the person who first created it, but we can give permission for others to use it.
- Recognise when to share personal information and when not to.
- Recognise that some people lie about who they are online.
- Are aware that games and films have age ratings.

Aims: Year 4

What is a Computer? Key Skills

- Recognise that you can organise files using folders.
- Explain what a good file name would look like.
- Delete and move files.
- Use key parts of a keyboard effectively, e.g. shift, arrow keys, delete).
- Know how to copy and paste text or images in a document.
- Crop an image and apply simple filters.
- Use a search engine to find specific information.
- Recognise that school computers are connected together on a network.

Presenting Information & Multimedia

- Collect, organise and present information using a range of media.
- Design and create digital content for a specific purpose, e.g. poster, animation.
- Edit digital content to improve it according to feedback.
- Identify the features of a good piece of digital content and apply these in own design.
- Explain the benefits of using technology to present information.
- Know where to find copyrightfree content, e.g. creative commons images.

- Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365, if available.

Data

- Draw conclusions from information stored in a database, chart or table.
- Design a questionnaire and collect a range of data on a theme.
- Choose appropriate formats to present data to convey information.
- Recognise that school computers are connected together on a network.
- Recognise that the Internet is made up of computers and other digital devices connected together all around the world.
- Know that you use a web browser to access information stored on the internet.
- Appreciate that you need to use specific software to work with video, images, audio etc.

Programming & Algorithms

- Create a program using a range of events/inputs to control what happens.
- Recognise that we can decompose a problem into smaller parts to help solve it.
- Explain when to use forever loops and count-controlled loops, and use them in programs. - Recognise selection in a program or algorithm.
- Use selection in algorithms in programs to alter what happens when a condition changes, e.g. if...then...
- Design a program for a purpose. Decompose into parts and create an algorithm for each one.
- Recognise common mistakes in programs and how to correct them.

Digital Literacy

Remember and use an individual password.

- Recognise what kinds of websites are trustworthy sources of information.
- Recognise the benefits and risks of different apps and websites.
- Recognise that the media can portray groups of people differently.
- Can rate a game or film they have made and explain their rating.

Aims: Year 5

What is a Computer? Key Skills

Type using fingers on both hands.

- Use common keyboard shortcuts, e.g. ctrl C (copy), ctrl V (paste).
- Explain what makes a strong password.
- Use folders to organise files.
- Know how to mute and unmute audio on a computer or tablet.
- Recognise that there is more than one search engine, and they may produce different results.
- Use a search engine effectively to find information and images.
- Know how to search for an application on a computer/tablet.

Presenting Information and Multimedia

- Identify and use appropriate hardware and software to fulfil a specific task.
- Remix and edit a range of existing and their own media to create content.
- Consider the audience when designing and creating digital content.
- Recognise the benefits of using technology to collaborate with others
- Identify success criteria for creating digital content for a given purpose and audience.
- Evaluate their own content against success criteria and make improvements accordingly.

Data

- Explain the difference between data and information.
- Appreciate that different programs work with different types of data, e.g. text, number, video.

- Explain the difference between the Internet and the World Wide Web.
- Know the difference between a search engine and a web browser.
- Explain the basics of how search engines work, and that different search engines may give different results.
- Perform complex searches for information using advanced settings in search engines.
- Recognise the benefits and risks of sharing data online.

Programming & Algorithms

- Name a range of sensors in physical systems.
- Recognise that different solutions may exist for the same problem.
- Predict what will happen in a program or algorithm when the input changes (e.g. sensor, data or event).
- Use two-way selection in programs and algorithms, i.e. if...then...else...
- Recognise variables in a program and what they do.
- Create programs including repeat until loops.
- Create and use simple variables, e.g. to keep score.
- Evaluate a program and make improvements to the code or design accordingly.
- Create an algorithm for a physical system containing a sensor.

Digital Literacy

- Know where to find copyright free images and audio, and why this is important.
- Critically evaluate websites for reliability of information and authenticity.
- Demonstrate responsible use of an online services and know a range of ways to report concerns.

Aims: Year 6

What is a Computer? Key Skills

- Type efficiently using both hands.
- Use a range of keyboard shortcuts.
- Recognise that different devices may have different operating systems.
- Organise files effectively using folders and files names.
- Use the advanced search tools when using a search engine to find specific information and images.
- Explain the basic function of an operating system.
- Recognise common file types and extensions e.g. jpeg, png, doc, wav
- Recognise a range of Internet services, e.g. email, VOIP (e.g. Skype, FaceTime), World Wide Web, and what they do.

Presenting Information & Multimedia

- Select, combine, and remix a range of media to create original content.
- Consider all steps of the design process when creating content (e.g. identify problem, plan, create, evaluate, share.)
- Identify the most effective tools to present information for a specific purpose.
- Explain the benefits of using technology to collaborate with others.
- Evaluate existing digital content in terms of effectiveness and design.

Data

- Recognise what a spreadsheet is and what it is used for.
- Explain the difference between physical, mobile and wireless networks.
- Use simple formulae in a spreadsheet to find out information from a set of data.
- Collect data for a purpose and plan out a spreadsheet to present it effectively, using relevant formulae.
- Produce graphs from data in a spreadsheet to answer a question.
- Analyse and evaluate data and information in a spreadsheet, chart or database.
- Recognise that poor quality data leads to unreliable results.

Programming & Algorithms

- Design and program a physical computing system that uses sensors.
- Recognise and use procedures (sub-routines) in programs.
- Plan out a program in detail, including task, algorithm, code and execution level.
- Explain common errors in programs and how to fix them.
- Use nested selection statements in a program or algorithm effectively.
- Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say "well done".
- Recognise key concepts (sequence, selection, repetition and variables) in a range of languages and contexts.

Digital Literacy

- Explain what makes a strong password and why this is important at school and in the wider world.
- Explain how algorithms are used to track online activities with a view to targeting advertising and information.
- Know that there are laws around the purchase of games; the production, sending and storage of images; what is written online; and around online gambling.

Monitoring and Assessment:

Monitoring and assessment Children's progress in Computing is assessed continuously using on-going Assessment for Learning. Each class has a 'Whole Class' Computing booklet; the teacher will record a variety of children's work in this book as well as evidence of whole class activities. Evidence in this 'Whole Class' book will include written and pictorial evidence, printouts of children's works and photos of work. The 'Whole Class' booklet also has the schools computing progression framework attached to the front. Teachers will use this framework to ensure they cover the vocabulary and learning objectives for each strand of the computing curriculum. The computing coordinator will inspect the 'Whole Class' book and assess the progression and coverage of learning. A record of this work scrutiny will be kept as evidence kept in the Computing folder. Children will also be involved in self-assessment which will be built into each strand of work. This will be evidenced through termly 'pupil voice' interviews with the computing coordinator. Each term the computing coordinator will interview and talk to children from each class regarding what they have learnt during their computing lessons and this will be evidenced and kept in the Computing folder.

Inclusion

This will be done by:

- including all learners (making topics relevant to their lives)
- setting suitable learning challenges (providing opportunities to succeed)
- overcoming potential barriers to learning for individuals and groups of pupils

Resources:

Physical resources: A class set of laptops used by each class in the school on a rota, iPads and beebots.

Online resources:

- **Sheffield Primary Computing Scheme of work**
- **National Centre for Computing Education (NCCE):** The NCCE is a government funded innovative that as a extensive and variety of resources for computer science.
- **Purple Mash (PM):** PM is a creative online space aimed a primary school teachers and pupils, which aims to inspire creative learning both at school and at home. Each child has their own personalised login.
- **Low Tech Computing Activities:** These activities are mapped to the **Sheffield Computing Scheme of Work**, which can be used with limited or no technology.

