

Moor Nook Community Primary School



Tapestry Policy

September 2023

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Statement of Intent

At [Moor Nook 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 KS1 and KS2 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

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

DfE (2013) 'Computing programmes of study: key stages 1 and 2'

- 1.2. This policy operates in conjunction with the following school policies:

Social Media Policy

Online Safety Policy

Acceptable Use Policies

Filtering and Monitoring Policy

2. Roles and responsibilities

- 2.1. The headteacher will be responsible for:

Meeting statutory Computing requirements.

Ensuring that the Computing Co-ordinator is effectively line managed and supported.

Monitoring and evaluating the purchase of Computing equipment.

Receive and respond to online safeguarding reports

- 2.2. The computing subject leader will:

- Ensure that there is a Computing Policy and that it is implemented.
- Review and update the Computing Policy with the Computing Coordinator.
- 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, such as parents, informed about the 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.

- 2.3. Teachers will:

Plan and deliver the requirements of the KS1 and KS2 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 Computer Science, ICT And Digital Literacy across the curriculum.

Maintain up-to-date records of both formative and summative assessment.

Tailor lesson delivery according to pupils' respective abilities.

3. EYFS

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

4. KS1

- 4.1. Pupils will 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.

5. KS2

- 5.1. Pupils will 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

6. Online Safety

6.1 Internet access is planned to enrich and extend learning activities. Moor Nook Primary School has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An Online safety policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access. The Computing Subject Leader works alongside the Designated Safeguarding Lead to ensure that internet safety remains a high priority. Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

7. Curriculum Delivery

- 7.1. Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.
- 7.2. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the **MGL** scheme of work.
- 7.3. We have desktop computers, laptops, tablets, as well as Bee Bots, Micro:Bits, Spheroes, Crumbles to support the delivery of the primary computing curriculum.

- 7.4. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.
- 7.5. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.
- 7.6. Obsolete or broken machines are recycled, repaired in accordance with data protection requirements.
- 7.7. A service level agreement (SLA) with MGL is in place to support the computing subject leader to fulfil this role.
- 7.8. An SLA with is in place, and all computing-related devices and related applications have access to the Internet.

8. Inclusion

8.1 It is the responsibility of all teachers to ensure that all pupils, have access to the curriculum and make the greatest progress possible.

8.2 In order to ensure that children with SEND achieve to the best of their ability it may be necessary to adapt the delivery of the Computing Curriculum. We do this by setting suitable learning challenges and responding to each child's different needs.

8.3 In order to meet the needs of children the methods below may be used:

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.

Providing extra learning opportunities through bespoke support groups (e.g. one for those with SEND and another for academically more able pupils), delivered during lunchtimes and/or after school.

9. Assessment

- 9.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed termly using the MGL End of Unit Assessment Quizzes.

- 9.2. Summative assessment will be noted in the MGL Assessment Spreadsheet.
- 9.3. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.
- 9.4. Samples of work will be kept for groups of children, stored in both classrooms and on the school network, within relevant class and pupil folders.

10. CPD

- 10.1. The computing subject leader will be responsible for the identification and delivery of staff training requirements.
- 10.2. Staff training requirements will be met by:
 - Auditing staff skills and confidence in computing.
 - Arranging top-up training for individual staff members as required.
- 10.3. 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.

11. Resources

- 11.1 We believe that in addition to learning Computing as a subject in its own right, the potential of Computing to improve teaching and learning throughout the curriculum should be fully exploited. To meet this objective we have:

Sets of laptop computers in each class

Sets of iPads/tablets for class use

Every classroom has an interactive whiteboard.

School cameras for each year group

12. Remote Learning Platform

- 11.1 The school currently uses Google Classroom remote learning platform.
- 11.2 The learning platforms are in place to provide access to online applications e.g. Google Docs within school or outside of school for e.g. homework and remote learning.
- 11.3 Monitoring of the learning platforms and their use will be on going by classteachers.

13. Monitoring and evaluation

- 13.1. We appreciate that computing is rapidly developing, with new uses and technology being created constantly.
- 13.2. We will review this policy on a two-year basis in line with our policy review schedule.
- 13.3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.
- 13.4. The next scheduled review date for this policy is September 2025.

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