



Computing Policy

Statement of policy intent

Our vision for computing is to lead children to become **resilient, safe, kind and creative digital citizens**.

We recognise that our learners are growing up in a rapidly changing world; technology is making new things possible, the internet is used every day for almost everything, and digital literacy skills are essential in practically any workplace environment. In our teaching of ICT and Computing we therefore aim to excite children and challenge them to become **resilient, safe, kind and creative digital citizens** - equipped for 21st Century lives.

We see Computing and ICT not just as one amongst many subjects, but as an overarching area, through which our school characteristics of learning can be achieved in very pointed ways. In fact, we firmly believe that the use of technology at LCS enriches and enhances the learning experiences in our school. Below are some examples of how our LCS characteristics of learning are not simply met, but achieved in a unique and memorable way through the use of technology;

Persevering: Children debug code regularly as they program. They enjoy fixing mistakes and learn resilience. Computing adds to a growth mindset that spills out of those lessons into other subjects. Children complete online projects, creating and then sharing various media content across a number of weeks - enabling them to grow in their perseverance to complete tasks that may span across a significant period of time.

Collaborating: In Computing lessons, children often work in 'programming partners'. At LCS we use GSuite for Education, a set of tools built from the ground up with collaboration in mind. Children review one another's work, make comments and can all be working on one document at one time. Collaboration happens beyond the classroom as many of these tools can be accessed at home.

Linking: Linking is encouraged through the way in which we teach computational thinking and use ICT. We embed it across the curriculum and even make links between computational thinking and everyday thinking which proves useful across other subjects. Children complete Lego WEDO and Micro:bit computing projects, engineering and programming robots and then linking this to geographical processes or the conducting of scientific experiments. They create interactive, digital presentations in French lessons. They use angles and coordinates to complete 'Scratch Maths' tasks. They film one another in role, as they plan a written piece. They even have started to use AI to provide writing examples or to 'hotseat' a character.

Experimenting: As we teach Computing, children are not just encouraged to create but to experiment. This happens from an early age e.g. the use of Bee Bots and other interactive toys in foundation stage. Children tinker with code to see what effects this has on the running of a program. In Science and Geography children experiment with different Lego robots; they create designs and check to see if these designs are fit for purpose; making improvements where needed. Technology is also used to gather data



and observe patterns as we conduct experiments e.g. Google Science Journal. Children also enjoy using Scratch as a creative sandbox to make their coding ideas come to life.

Organising: As children grow in their computational thinking, they are also growing in their organisational skills. We encourage children to 'plan' for programming through many unplugged activities before we arrive at the computer. We write out algorithmic flowcharts and act out code. We break down bigger problems into smaller problems, by observing a finished programming and thinking how we could recreate it. iPads and Chromebooks are regularly used to map out ideas for organisational purposes in other subjects; whether it be using a mind map app, voice memos for writing planning, or animation software for storyboarding ideas.

There are many things that we aim to do in order to achieve our school vision through the use of Computing and ICT at LCS;

- We use high quality, up-to-date IT resources, which we embed throughout the curriculum, as a tool that enhances and enriches learning (for example Micro:bits to apply coding understanding to real world interaction with the use of lights, sensors and buttons)
- We use ICT resources which enable classrooms to have no walls; children complete work at home which complements or extends the learning journey in the classroom e.g. Doodle Maths or Atom Learning
- We teach children how to be safe and responsible digital citizens online; as seen in our Online Safety Policy, and the embedding of this area within our wider curriculum
- We equip children to be creators with digital technology, not just consumers of it; as seen through our challenging and forward-thinking Computing curriculum
- We develop staff confidence, pedagogy and subject knowledge so they can become leaders of technology in the classroom
- We run a Digital leadership program; encouraging children to take a lead and ownership over this subject e.g. delivering training to teachers, partnering with their peers, acting as Online Safety ambassadors within the school community, delivering online safety assemblies to the school and promoting technological understanding across the community
- We deepen children's learning and raise attainment across the curriculum through using technology as a creative tool
- We engage with parents and the wider community so they feel empowered to support their children in their digital journey and keep them safe online
- We assess children regularly, including assessing their digital literacy discretely whilst they are working with technology in other subjects

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