

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with our scheme of work for computing, which sets out in detail what pupils in different classes and year groups will be taught.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

Copies of this policy are kept centrally and are available from the headteacher and the subject coordinator.

Introduction

Computing aims to prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use different tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ computing to enable access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use the appropriate resources effectively as powerful tools for teaching and learning, for example: Beebots; iPads; tablets; laptops; etc.

Aims

- To enable children to become autonomous, independent users of computing, gaining confidence and enjoyment from their activities
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the computing National Curriculum
- To use computing as a tool to support teaching, learning and management across other areas of the curriculum
- To provide children with opportunities to develop their computing capabilities in all areas specified by the Curriculum.

- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of computing in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- systematic progression through key stages 1 & 2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage.
- that all children have access to a range of ICT resources
- that computing experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that staff skills and knowledge are kept up to date

Curriculum Development & Organisation

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including:
 - abstraction, logic, algorithms and data representation
 - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
 - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
 - are responsible, competent, confident and creative users of information and communication technology

Each class is allocated a computing time to help follow the computing scheme of work. Each class is also allocated additional time to apply the use of computing to other subject areas.

Teaching & Learning

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

Equal Opportunities

Our policy will meet equal opportunities by:

- ensuring all children follow the school scheme of work for computing
- keeping a record of the distribution of ICT resources
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for computing and how they can support their children.

Online Safety

See separate policy.

Assessment

Computing is assessed both formatively and summatively. Formative assessment occurs on a lesson by lesson basis, based on the lesson objectives and outcomes in the scheme of work. These are conducted informally by the class teacher and can be used to inform future planning.

An assessment sheet will be completed at the end of each term by teachers throughout the school to show any children who may not be at the expected standard in computing.

Inclusion

We recognise computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language.

Using computing can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles & responsibilities

Senior Management

The overall responsibility for the use of ICT rests with the senior management of a school. The Head, in consultation with the SLT and coordinator:

- determines the ways computing should support, enrich and extend the curriculum
- decides the provision and allocation of resources
- decides ways in which developments can be assessed, and records maintained
- ensures that there is a computing policy, and identifies an computing co-ordinator.

Computing Coordinator

There is a designated computing Co-ordinator to oversee the planning and delivery of computing within the school.

The coordinator will be responsible for

- raising standards in computing as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the computing curriculum and reporting to the Headteacher on the current status of the subject

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in computing.

Monitoring

Monitoring computing will enable the coordinator to gain a good overview of the teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring the quality of computing teaching and learning the coordinator will:

- Analyse assessment sheets and plan time for each year group to complete their topic each half-term
- Analyse a selection of children's work from each year group annually
- Observe computing teaching and learning in the classroom annually
- Hold discussions with teachers

There will be a review of this policy by the computing coordinator every two years.

Health & Safety

We will operate all ICT equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. The school also has an 'Online Policy' document.

The files and network system are backed up regularly. The virus checker is updated regularly.

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strict accordance with the licence agreement.

Signed: _____ Mr S. Felton _____

Date: _____ Jan

2018 _____