Opening minds, learning through challenge and celebrating God's world

POLICY FOR
COMPUTING

Reviewed: November 2018
Review Due: Autumn 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference
Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:
- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

Computing Policy

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of and with 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 the scheme of work for Computing which sets out in detail what pupils will be taught and how Computing can facilitate or enhance work in other curriculum areas.

This document is intended for

All teaching staff
All staff with classroom responsibilities
School governors
Parents

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

Introduction

Information and Communications Technology (ICT) including Computing prepares 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 and Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all children to be confident users of Information Technology to prepare them for key stage 3 and beyond. We want to extend the children's horizons by using information technology to bring our community and the world into the classroom.

We use this to enhance and extend and the children's learning across the whole curriculum and therefore raise academic standards. Increased capability in the use of Information Technology promotes initiative and independent learning.

Aims

• To enable children to become autonomous, independent users of computing, gaining confidence and enjoyment from their computing 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 the curriculum

- To provide children with opportunities to develop their Computing capabilities in all areas.

- To ensure Computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEND and disabilities

- To maximise the use of Computing in developing and maintaining links between other schools, the local community including parents and other agencies.

Curriculum Content

Key stage 1

Pupils will be taught to: devices; and that programs execute by following precise and unambiguous instructions simple programs content to go for help and support when they have concerns about material on the internet

Key stage 2

Pupils will be taught to: simulating physical systems; solve problems by decomposing them into smaller parts forms of input and output and correct errors in algorithms and programs services, such as the world-wide web; and the opportunities they offer for communication and collaboration

Use searches effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content concerns and inappropriate behaviour e and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Teaching & Learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. 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

Internet Safety

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet access policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed in the

Computing room and classrooms. 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.

Assessment

Computing is assessed both formatively and summative throughout the school year. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning.

A summative assessment takes place at the end of the the Autumn and Spring terms and the children are assessed as entering, developing or secure in relation to their year group expectations. At the end of the school year each teacher submits end of year group evaluations in Computing against National Curriculum year group expectations.

This includes the overall evaluation of the standards in each year group and the evaluation of sub groups such as boys, girls and Pupil Premium. This enables the subject leader to have a full understanding of the standards in Computing throughout the school and the information needed to support further subject development.