



Computing Policy

The Purpose of the Policy

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 long-term plan and progression documents for Computing, both of which set out in detail what pupils in different classes and year groups 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
- Inspection teams

Copies of this policy are kept centrally, on the school website and are available from the Computing Team Leader.

Introduction

Information and Communications Technology and Computer Science 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 Computer Studies are 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 and creatively. They learn how to employ Computing/IT to enable rapid access to ideas and experiences from a wider range of sources. Our vision is for all teachers and learners within our school to become confident and competent users of Computing so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools to enhance teaching and learning opportunities.

Aims

- To enable children to become autonomous, independent users of computing technologies, 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 technologies 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 specified by the Curriculum Programmes of Study
- To ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEND

- To maximise the use of computing technologies 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 as a school to ensure:

- continuity of experience throughout the school both within and among year groups
- the systematic progression through EYFS, KS1 and KS2
- 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 computing resources
- that computing experiences are focused to enhanced 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 resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

Curriculum Development & Organisation

Each half term every class will work on completing one specified unit of work based on the Computing Long Term Plan. These include: learning objectives, suggested activities/vocabulary and assessment details. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as fluid working documents which will adapt to their class and year group. Where possible this scheme will be integrated to ensure that the delivery of Computing is linked to the statutory requirements of other national curriculum subjects. However, it is vitally important that key skills of Computing continue to be explicitly taught discretely. These will be taught through a variety of means, including the use of individual machines which are stored centrally and portable computing devices (e.g. iPads). Interactive Whiteboard Screens are located in all classrooms and used as a teaching resource across the curriculum.

Teaching & Learning

Planning is differentiated to meet the range of needs in any class including: those children who may need extra support, those who are meeting age related expectations and those who are exceeding age related expectations. A wide range of styles shall be employed to ensure all children are sufficiently challenged, including:

- Children may be required to work individually, in pairs or in small groups according to the nature of the task
- Different pace of working
- Different levels of input and support including split teaching
- Different outcomes expected

As with any national curriculum subject, the use of visual aids and guides, alongside additional resources, will be used where required to support the needs of pupils.

Equal Opportunities

All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability. It is our policy to ensure this by:

- Ensuring all children follow the same long term plan for Computing
- Monitoring children's computer use to ensure equal access and fairness of distribution of Computing resources

- Providing curriculum materials and software which are in no ways class, gender or racially prejudice and biased
- Monitoring the level of access to Computers in the home environment to ensure no pupils are unduly disadvantaged

Staying safe online

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 E-Safety policy has been written to protect all parties and rules of responsible computer use are discussed with each child at the beginning of (and throughout) the academic year. E-Safety is taught explicitly throughout the Computing curriculum, including regular e-safety assemblies and circle time discussions and a whole school E-Safety themed day in the form of Safer Internet Day. Teachers are encouraged to discuss E-Safety regularly throughout the academic year; and not just during a Computing session. 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. This forms part of studies in Computing and is discussed as part of the Health & Wellbeing provision and through our PSHE programme, Jigsaw.

Assessment

Computing is assessed both formatively and summatively using achievement criteria based on the long term plan's objectives. Formative assessment occurs on a lesson by lesson basis and informs subsequent planning and teaching. At the beginning of each academic year, three different pupils from each class are selected from a range of different Computing abilities. They also represent other pupil groups such as SEN and PPG. Their work from each half term is collated in order to provide a portfolio of abilities and to help inform assessment judgments. We use three different levels: Working Towards (WT), Achieved (A) and Greater Depth (GD).

Inclusion

We recognise computing offers particular opportunities for pupils with special educational needs and gifted and/or talented, as well as children with English as an additional language. Computing can cater for the variety of learning styles which a class of children may possess. Using computing technologies 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 of benefits of computing technologies as one of many resources to enable all pupils to achieve their full potential.

Roles & Responsibilities

The overall responsibility for the use of computing technologies rests with the Senior Leadership Team of the school. The Headteacher, in consultation with staff:

- 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 computing technologies are used in a way to achieve the aims and objectives of the school
- Ensures that there is a Computing Policy, and appoints a Computing Team Lead

The Computing Team Lead will be responsible for:

- Raising standards in Computing as a national curriculum subject
- Facilitating the use of Computing across the curriculum in collaboration with all subject leaders
- 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 and Governors on the current status of the subject.

Other Subject Leaders should identify where computing technologies should be used in their subject schemes of work. They should work in partnership with the Computing Subject Leader to ensure all National Curriculum statutory requirements are being met with regard to the use of computing technologies within curriculum subjects.

Class Teachers

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 Computing activities and assist the Computing Team Leader in the monitoring and recording of pupil progress in Computing.

Monitoring and Learning Walks

Monitoring of Computing will enable the Computing Team Leader to gain an overview of Computing teaching and learning throughout the school. This monitoring will also provide the opportunities for on-going development and next steps. In monitoring of the quality of computing teaching and learning, the Computing Team Leader will:

- Ensure that Computing is being taught and that it adheres to the long term plan and progressive map
- Analyse a sample of children's work (WT, A and GD)
- Observe Computing teaching and learning in the classroom
- Hold discussions with teachers and children

Learning out of School Hours

We believe that access to computing technologies out of school hours:

- Increases the time our children spend learning
- Increases access to computing technologies especially for those children without a computer at home
- Enables some children to develop and extend personal hobbies and interests
- Develops computing capability; potentially raising self-esteem, motivation and strands of achievement

Reviewed: September 2023

Next review due: September 2025