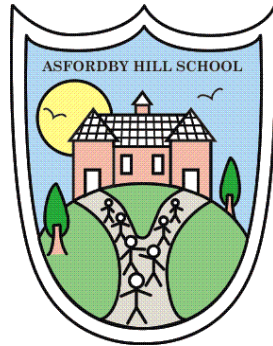# The Asfordby Hill School

COMPUTING POLICY

This Policy Links With: Teaching and Learning Policy Use of Social Media Policy Internet Access Policy SEN Policy Equality and Discrimination Policy	
Recommended:	Yes
Statutory:	
Date Reviewed:	Spring 2018
Date of Next Review:	Spring 2020
Committee Responsible for Review:	Curriculum
Signature of the Chair of Governors:	

<u>Document Purpose</u>

This policy reflects the values and philosophy of Asfordby Hill Primary School in relation to the learning and teaching of Computing. It sets out the framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Computing scheme of work, which sets out details about what children in different classes and year groups will be taught, what hardware they will use and the appropriate software tor each year group.

This policy has been presented to and agreed by the whole staff and Governing Body.

<u>What is Computing?</u>

The new national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programme of study for computing, they will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content.

Computing offers a wide range of facilities and features that support learning and teaching activities in all areas of the curriculum. Computing comprises of knowledge, skills and understanding needed to employ information and communication technologies appropriate to learning. Computing provides pupils with opportunities to access, manipulate process and evaluate information in a contextual situation.

Computing is not restricted to the use of computers but encompasses a wide range of technological equipment such as i-Pads, calculators, videos, televisions, digital cameras, facsimile machines, telephones etc.

<u>The aims of teaching Computing</u>

- To be consistent with our school philosophy
- To follow Curriculum Policy Guidelines
- To reinforce a cross-curricular approach to Computing
- Emphasise access
- Follow National Curriculum Statements of Achievement and non-statutory guidance.

Computing is made up of programming, computational thinking, creativity, computer

network understanding, productivity, communication and collaboration. Each of these strands is reflected in the scheme of work followed by the school across all year groups. Throughout the school children will develop and understanding of and a competence to use increasingly challenging Computing Skills.

At Asfordby Hill Primary School our children work at levels appropriate to their abilities.

School Aims

- To give all children at Asfordby Hill access to all areas of Computing
- To offer all children the opportunity to have reached their level in Computing as specified in the Computing National Curriculum and other specified areas of the National Curriculum.
- To use the computer in order to support and develop other learning which is taking place in the classroom.
- To develop Computing as a cross-curricular tool
- To build up children's competence and confidence when working in Computing
- To provide a range of experiences to develop Computing skills
- To enable children to work together and share ideas.

Objectives

In learning and teaching of Computing children will have the opportunity to use the computer or other devices to:

- Manipulate and present text so as to convey a message effectively
- Store and retrieve information
- Plan a set of instructions, enter them into the computer and manipulate them to achieve a desired end.
- Experience computer control encountered in everyday life. Detect patterns and relationships and form and test simple hypotheses, and solve problems.
- Present and develop graphics and musical skills.
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Curriculum and School Organisation

In order to achieve these aims and objectives, the teaching of Computing is organised:

- In a skills based way to encourage general Computing Skills
- Discrete Computing skills taught on a weekly basis
- In a cross curricular way to support and enhance:
    1. Whole school topic plans
    2. Individual subjects-especially literacy, numeracy and science, where Computing is specified in Programmes of Study.

Within the Scheme of Work learning activities for Computing are sequenced to ensure progression, and are taught in a variety of ways:

- Direct class teaching to introduce a specific program or skill
- Through practical tasks using the appropriate hardware and software (see scheme of work)
- Group activities, so that children can interact with each other
- By providing children with real experience in the practical application of Computing skills
- Through the use of the scheme of work which provides learning opportunities
- It is enhanced by using Computing where possible for a specific purpose perceived by the child, for example in drafting and redrafting, preparing a report for a club or newsletter

Specific strands and /or skills are planned at class level on a termly/half term basis in long/medium term plans. This is then planned on a weekly basis on short-term plans.

Computing has one member of staff designated as co-ordinator. This person ensures that it is planned to meet the needs of individuals and groups of children.
The school also employs an outside technician for one afternoon every two weeks. If staff have technical problems they inform the coordinator who then communicates with the technician. The technician feeds back progress to the co-ordinator.

Planning
The Computing coordinator is responsible for planning continuity and progression through the Scheme of Work and provision of the hardware and software and other resources.

Each member of staff is then responsible for planning Computing work to meet the needs of the children in their class.

Teachers use the Rising Stars Scheme of Work as a frame for planning, but the scheme is amended to meet the needs and interests of the children.

Computing is planned
- To develop ICT skills
- To ensure continuity and progression through the strands
- To enhance topics

Computing is taught as a discrete subject and the skills learnt are embedded in the rest of the curriculum.

Assessment

Computing can be assessed in a variety of ways;

- observation of child or group on task
- discussion with children about their work
- saved work/printouts
- children's own evaluations of their work

These assessments

- inform future planning
- provide information about individuals and groups
- provide summative information
- provide information for parents
- contribute to each child's assessment and record of achievement

These assessments are carried out throughout the school and are the responsibility of the class teacher and the assessment co-ordinator. They are recorded on the '123' grids and passed on to the next class teacher.

Each child has a written report which is sent to parents/guardians towards the end of the school year. Computing achievement and progression are reported in this way as well as any other comments a teacher may wish to make regarding Computing in school.

Resources and Accommodation

A variety of computing resources are available in school.

All classes have access to laptops, interactive teaching board and visualizer as well as a class iPad and teacher laptop. Classes also have access to a set of seven iPads to be used across the curriculum.

Each teacher is responsible for the day to day care of the laptop, iPad and for the software they use. Any problems must be reported to either the Computing Co-ordinator or IT technician. The Co-ordinator will revise the allocation of hardware and software annually.

Inset Provision

Inset needs are identified through:

- School development planning
- Curriculum review and evaluation
- Co-ordinator needs
- Individual needs

5

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress.

Computing is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of the individual teacher to plan their teaching and groupings so that this is achieved.

Additionally, devices can be utilised to ensure that all children can access the whole curriculum through assistive tools when necessary.

Special Educational Needs.

All children should have access to a broad, balanced curriculum which includes Computing and should make the greatest progress possible. Provision for children with SEN in relation to Computing is the responsibility of the class teacher, support staff and the SEN Co-ordinator as appropriate. Computing especially provides a means where children with SEN are able to present and develop their work easily.

Cross Curricular themes and skills

Links between Computing as a cross curricular skill and cross curricular themes are encouraged within the school. Co-ordinators and class teachers are encouraged to use Computing within their planning.

Evaluation and review of the Computing Policy and Scheme of Work is continually ongoing. Throughout the school year staff are encouraged to feed back information about hardware, software, Scheme of Work, Policy and ideas to the computing co-ordinator