

# Coombe Bissett CE VA Primary School



*'Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community'*

## Computing Policy

### 1. Aims and objectives

- 1.1 Through teaching Computing we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. Information, Communication and Technology skills are a major factor in enabling children to be confident, creative and independent learners. We aim to ensure that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology.

Through Computing we aim to enable children:

- To develop understanding of the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming;
- To develop Computing capability in finding, selecting and using information;
- To use Computing for effective and appropriate communication;
- To monitor and control events both real and imaginary;
- To use a range of hardware and software creatively and appropriately;
- To apply their Computing skills and knowledge to their learning in other areas;
- To use their Computing skills to develop their language and communication skills;
- To explore their attitudes towards Computing and its value to them and society in general. For example: to learn about issues of security, confidentiality and accuracy.
- To teach safe and responsible use of Computing with respect to the School E-safety policy which covers both home and school settings.

### 2. Teaching and learning style

- 2.1 We adopt a teaching style that is as active and practical as possible. Where appropriate we give children direct instructions on how to use hardware and software, however the main emphasis of our teaching in Computing is for individuals or groups of children to use Computing to extend and develop their learning and understanding across the curriculum. Children might research a history topic by using a CD-ROM or investigate a particular issue on the

internet; when learning science children might use the computer to analyse data. We encourage the children to explore ways in which the use of computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about, etc.

2.2 We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity that are matched to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

### **3. Computing curriculum planning**

3.1 The school uses the Primary Computing scheme of work as the basis for its curriculum planning, supported by other online resources.

3.2 The long term plan maps out how the units are distributed to ensure that all children cover the appropriate curriculum. In KS1 and KS2 this is on a two year rolling programme covering the National Curriculum. The curriculum for the Early Years Foundation Stage is planned over 1 year.

3.3 The medium term plans take the learning objectives of each unit and ensure that these are fully covered using the schemes of work.

3.4 The short term plans contain the Computing component of individual lessons. These lesson plans list the specific learning objectives of each lesson.

3.5 Planning in Computing ensures that the topics build upon prior learning. As well as offering opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **4. Early Years Foundation Stage (EYFS)**

4.1 We teach Computing as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage, we relate the Computing aspects of the children's work to the objectives set out in the Early Learning

Goals (E.L.G's), which underpin the curriculum planning. The children have the opportunity to use a wide range of Computing equipment, including computers, iPads, beebots, etc.

## **5. The contribution of COMPUTING to teaching in other curriculum areas**

- 5.1 Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in Art, while CD ROMs and the Internet prove very useful for research in humanities subjects. In English Computing enables children to learn how to edit and revise text, improving presentation using desk-top publishing software. In Mathematics children use Computing to collect data, make predictions, analyse results and present information graphically as well as enabling them to practice Numeracy skills in an exciting and varied setting. In Personal, Social and Health Education (PSHE) and Citizenship Computing offers children the opportunity to learn to work together in a collaborative manner. Children develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of Computing. The use of interactive whiteboards strengthens teaching and learning across the curriculum.

## **6. Teaching Computing to children with Special Educational Needs**

- 6.1 We teach Computing to all children. Computing forms part of our broad and balanced curriculum for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. We use a range of programmes to support children in their learning and use it, where appropriate, to support targets in children's Individual Education Plans (IEPs).

## **7. Teaching Computing to Gifted and Talented children**

- 7.1 We have high expectations of pupils who are gifted in Computing and classroom activities provide opportunities for gifted pupils to develop and apply their particular capabilities. We try to provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, and try different approaches. We use a range of programmes to support children in their learning and use it, where appropriate, to enrich and extend their experiences.

## **8. Assessment and recording**

- 8.1 Teachers assess children's work in Computing by making informal judgments as they observe them during lessons. Teachers mark individual pieces of work as appropriate. At the end of a unit of work the teacher makes a summary judgment about the achievements and understanding of each child which are recorded on record sheets for each year group. These are used to assist future planning and to inform the next teacher.

## **9. Resources**

- 9.1 There is school-wide Internet access via a wireless network.
- 9.2 Interactive whiteboards are installed in all classes to allow for a wide range of teaching formats.
- 9.3 All classes have two PC workstations, access to a trolley with fifteen laptops and a trolley of 10 iPads.
- 9.4 The School subscribes to Espresso Primary, a digital library of high quality, innovative, video-rich, cross-curricular resources, all tailored to the National Curriculum.
- 9.5 Classes have a range of audio-visual resources and access to software as appropriate.

## **10. Monitoring and review**

- 10.1 The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing coordinator and the Headteacher. The governor responsible for Computing also monitors the provision of Computing. The Computing coordinator is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing coordinator is given release to observe the teaching of Computing and further develop their role.

This policy should be read in conjunction with:

- E-Safety Policy
- Anti-Bullying Policy
- PSHE Policy
- Safeguarding Policy

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