

COMPUTING POLICY



Policy to be reviewed every 3 years
Reviewed by School: M Applewhite & A Clark – 25/10/2021
Reviewed by Governors: M Ghadar 16/11/2021
Next review date: Autumn 2024

COMPUTING POLICY

- This policy was developed following consultation with the Head teacher, staff, Governors and parents.

INTENT

- At St Barts, we aim to prepare our pupils for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for future employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross-curricular learning to engage children and enrich their experiences in school.

IMPLEMENTATION

2. Teaching Aims

- To develop Computing skills and confidence in the use of computers and other electronic equipment and an awareness of how they can be used to develop their learning;
- To identify situations and opportunities where the use of Computing is appropriate, useful and effective;
- To recognise that Computing affects the way in which people live and work.
- To enable pupils to appraise their own work and recognise where they have met the objectives of the lesson and where they need to improve and/ or re-consider.
- To make pupils aware of safe use of the internet and health and safety aspects (time, posture etc) - please see our separate E'safety policy for more information on this.

3. Teaching Content

- Children experience a diverse range of Computing equipment.
- **Coding** – involving the creation algorithms and de-bugging any errors.
- **Communicating information** - involving choice of the best way to get a message across to a particular audience.
- **Handling information** - involves collecting, organising, recording, processing, analysing, presenting and evaluating information.
- **Controlling information** - involves using information technology to control events, ranging from operating a television remote control to programming a lengthy sequence of actions for an animated character to follow, as well as, using Code-a-pillars, BeeBots and other programmable toys.

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- **Monitoring and Measuring** - involves using information technology to follow changes in the environment e.g. temperature, light and darkness, something crossing a light beam or standing on a pressure pad.
 - **Modelling** - involves exploring computer representations of ideas and real or imaginary situations e.g. simulations, adventure games.
 - Children are encouraged to save their work in their pupil folder and open an existing document to continue working on. We also encourage them to take ownership of their work and develop their independence and personal competence.
 - Printers are linked to pcs and children are sometimes encouraged to print their work independently.
4. Equal Opportunities
- The school is committed to working towards equality of opportunity to all aspects of school life. Our aim is to offer all our pupils a Computing Curriculum that is relevant and differentiated to pupils' needs and abilities so that all our children may reach their full potential
 - We endeavour to provide specialist equipment for children with disabilities.
5. Inclusion
- We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work teachers take into account the abilities of all their children. For some children we use the objectives from 'programmes of study' from earlier key stages - this provides opportunities to consolidate their prior learning.
 - Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time and provide computers and other specialist Computing equipment to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
 - Teachers will ensure that the pace of work and learning, together with assessments, are appropriate for the individual needs and abilities of the children.
 - All children are encouraged to develop the skills and knowledge needed to become competent within an ever-changing digital world.
 - Software is chosen with care and shows a variety of multi-cultural experiences.
6. Definition of Computing
- Computing comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but this also includes devices such as: tablets, laptops, programmable robots, sound recorders, calculators and video and digital cameras.
7. Role of Co-ordinator

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- Computing throughout the school is co-ordinated by the Computing subject lead. This involves giving strategic direction and leadership to the subject. It also involves using professional knowledge and skills to lead staff in effective teaching and learning and efficient and effective use of resources. The co-ordinator, alongside SLT, has responsibility for purchasing software and resources. He/ she also has a monitoring and evaluation role (see 13), including overseeing regular teacher assessment, monitored by SMT.
 - Teaching staff deliver the appropriate computing skills and incorporate computing across the curriculum. The teaching staff liaise with the School Business Manager who then liaises with the IT technician to manage, fix and develop the school network pc systems within the constraints of the school budget.
8. Planning
- Planning needs to incorporate both Learning Objectives and assessment so that there are clear intentions for both the teacher and the children. This will assist in monitoring and assessing children's progress as the teacher will be able to compare intentions with achievements attained.
 - Planning in computing is a process in which all teachers are involved. Staff plan their topics to ensure that they are carefully balanced to ensure full coverage of the National Curriculum for computing.
 - In Foundation Stage, the children are exposed to different types of technology throughout the year.
 - Planning for computing activities is supported by a programme of study/ schema developed by the Computing Co-ordinator and where possible, is integrated across all subject areas.
9. Organisation
- Teachers will allocate time to ensure that children develop their computing capability.
 - Teachers and classes will have access to a group of PC's within our computer suite and each classroom has regular access to a number of iPads. They are also able to 'book out' the class set of netbooks and the class set of iPads.
 - The development of children's computing capability will be, where possible, integrated into the wider curriculum wherever suitable.
10. Teaching Methods
- Children will have equal access to computing.
 - Computing will be taught through activities where the focus shall fall into *one* or all the categories below:
 - ⇒ focusing primarily on development of computing capability;
 - ⇒ focusing on both the development of computing capability and on the skills, knowledge and understanding of another subject;
 - ⇒ using computing but focusing primarily on the development of skills, knowledge and understanding of another subject.

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IMPACT

11. Assessment, Reporting, Recording

- Assessment is used to monitor the progress of individual pupils in computing. It involves identifying each child's progress in each area of the computing curriculum and determining what each child has learnt. This assessment *also* informs future planning.
- Teachers make ongoing assessments of attainment in computing, sometimes recorded to ensure continuity and progression of learning. Each class will regularly display work that highlights the intended outcomes for each lesson.
- Assessment is, for the most part, carried out regularly by teachers throughout each lesson and suitable tasks for assessment are provided, when appropriate, to demonstrate the learning that has taken place. These may include:
 - ⇒ small group discussion usually in the context of a practical task;
 - ⇒ specific assignments for individual pupils;
 - ⇒ individual discussions in which children are encouraged to appraise their own work and progress.

12. Staff Training

- Staff will be encouraged to attend courses, review resources and update themselves on information and approaches relevant to the teaching of Computing. The computing co-ordinator will have access to specific training to develop and support their role. Staff INSET will be organised as appropriate.
- Staff are responsible for checking EIS (Electronic Information Store) and Affinity Alliance bulletins to access information regarding computing courses.

13. Monitoring Computing

The effectiveness of the teaching and learning of computing is monitored and evaluated by the Computing Co-ordinator.

It involves:

- a) sample lesson observations;
- b) monitoring short and medium term planning to ensure National Curriculum and QCA scheme coverage;
- c) work sampling by the Computing Co-ordinator and SMT;
- d) focused governor visits.
- e) pupil interviews

14. **Internet Safety**

- Please refer to the Online/ E'safety Policy.

15. **Reviewing the Policy**

This policy will be reviewed every three years.

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