

Castle Hill St Philip's CE Primary



COMPUTING POLICY

Signed for school

Signed for Governors

Date

RATIONALE

The 2014 National Curriculum introduces a new subject, computing, which replaces ICT. This represents continuity and change, challenge and opportunity. It gives school the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

AIMS

The aims of computing are to enable children:

- To understand and apply fundamental principles and concepts of computer science.
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To become responsible, competent, confident and creative users of information and communication technologies.

COMPUTING CURRICULUM PLANNING

Computing is a core subject in the National Curriculum, and we use the National Curriculum standards as the basis for implementing the statutory requirements of the program of study for Computing.

As a school we have created four strands within the Computing Curriculum. They are Digital Citizenship, Software, Computer Science and Programming. These four strands have a set of progressive skills for children to follow year upon year which follow the Rainbow Continuum (long term plan). This enables class teachers to teach skills based on prior attainment levels.

Our medium term plans cover the three strands Digital Citizenship, Computer Science and Programming. These plans give details of the main learning objectives based on the strand studied. They ensure an appropriate balance and development of skills across each year and these skills are developed as children progress through school. Class teachers then use this to plan out a series of lessons to ensure full coverage of the learning objectives within the strand.

The Software strand is currently being taught in a cross curricular way and opportunities will be sought to ensure that skills are taught throughout the school year.

EARLY YEARS

We teach Computing in the Early Years as an integral part of the topic work covered during the year. The computing aspects of the children's work are matched to the objectives set out in the Early Years curriculum, which underpins all planning for children aged three to five. Children in the Early Years have the opportunity to use computers, I-Pads, cameras, sound recording (and playback) equipment and computing based 'toys', used in role play.

IMPLEMENTATION AND RESOURCES

Currently Computing is being taught as a discrete subject and in a cross-curricular way when the opportunity presents itself.

Computing resources are stored in the Technology Room. The Computing Subject Leader should be informed when equipment needs replacing or supplementing. During lessons children are shown how to take care of the equipment they are using.

Each class teacher has an I-pad and laptop. Laptops can be linked up to the Interactive Whiteboard, which are in every classroom in school. Each class also has a visioniser and internet access.

A class set of mini laptops are stored in Key Stage 2. Class teachers can sign these out on a timetable in the staffroom.

At present Key Stage 1 have four computers in each classroom and also have access to six mini laptops which are stored in the Key Stage 1 area.

Years 5 and 6 currently have 6 I-Pads which are stored and used within the classroom.

15 I-pads are stored in a trolley in the school hall. Class teachers can sign these out on a timetable in the staffroom. These are also signed in and out of the trolley to ensure that they are securely stored at the end of the school day.

We have a range of software that children can access in school to support them with the new Computing Curriculum. This is reviewed and changed based on the learning needs of our children.

We have a maintenance contract with a company, Benchmark, to help keep our equipment in good working order. Members of staff report faults in the Technical Issues Book. A Benchmark Technician visits school fortnightly to fix faults and also set up new equipment and install software.

The Computing Subject Leader and the Headteacher will continually monitor the resources required to deliver the Computing element of the new National Curriculum.

ROLE OF THE COMPUTING SUBJECT LEADER

The role of the Computing Subject Leader is to:

- Be responsible for the development of Computing in school as a discreet subject and as an aid for teaching and learning.
- Monitor the effectiveness of Computing through school- pupil interviews, lesson observations, medium term planning scrutinies and tracking children's progress.
- Support teachers when needed with planning.
- Provide and organise staff training.
- Liaise with Maintenance Company to ensure equipment is working properly.
- Monitor e-safety/ appropriate use of equipment, including weekly monitoring of Securus software.
- Manage the structure and content of The Bridge.

INCLUSION

At our school we teach computing to all our children, whatever their ability. We strive to meet the needs of pupils with special educational needs and disabilities, those who are gifted and talented and those learning English as an additional language. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children.

ASSESSMENT, RECORDING AND REPORTING

Assessment is regarded as an integral part of learning and teaching and is a continuous process.

When teachers plan for a Computing strand following the Rainbow Continuum they firstly will consider the prior learning experiences the children have had. This will enable them to provide a progressive programme of study. After lessons teaching staff should informally assess the lesson and consider the next steps based on the learning outcomes for the lesson.

Each strand of the Computing Curriculum has an assessment sheet to record whole class assessments and show progression based on the rainbow continuum. This should be completed by the class teacher after each strand of the Computing Curriculum is taught.

At the end of the year at least 4 of these whole class assessment sheets should be completed and then follow the class up to ensure that teachers are planning a progressive programme of study for Computing.

It is the responsibility of the class teacher to ensure that assessment is carried out after each strand of the Computing Curriculum. This will be monitored regularly by the Computing Subject Leader.

LINKS TO OTHER POLICIES AND PROCEDURES

This policy has close and important links to:

- E-Safety Policy
- Acceptable use documents
- Securus Monitoring
- Social Media Policy for Employees in Schools (Wigan Council)