Haydon Wick Primary School

Computing

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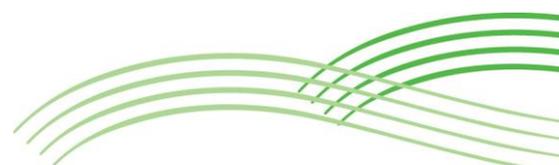
Introduction:

This policy expresses the school's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and monitoring. It was developed in September 2015 by the WHF Computing Lead through discussion with teachers and the leadership team and based on Computing programmes of study (POS): key stages 1 and 2 (*DfE September 2014*). It will be reviewed during September 2015.

This policy is designed to support the structures and princples outlined in the White Horse Federation Acceptable Use Policy for IT systems.

Vision and Values

We believe that an engaging and motivating Computing curriculum will enable our learners to:

- Use computational thinking and creativity, so that they leave primary school as knowledgeable and flexible learners.
- Make deep links with mathematics, science and design and technology.
- Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Become digitally literate – able to use, express themselves and develop ideas through information and communication technology.

- The Computing Co-ordinator and leadership team support staff to deliver a high quality computing education.
- Computational thinking – the ability to solve problems in a creative, logical and collaborative way – is developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science.
- Pupils become responsible, competent, confident and creative users of information and communication technology.
- Pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Opportunities for communication and collaboration develop understanding of the purposes for using technology and these are used to bring together home and school learning experiences.
- Technology is used imaginatively to engage all learners and widen their learning opportunities,
- Pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
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  Develop computing skills, knowledge and understanding

  Develop an understanding of the wider applications of computer systems and communication technology in society
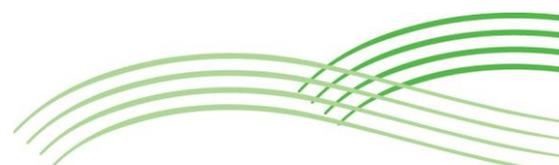
Develop independent and logical thinking through reasoning, decision making and problem solving

Develop imagination and creativity

Work independently and collaboratively

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- Planning for Computing is implemented which meets the requirements of the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Any planning should describe the content being taught in each group, to guide depth and progression of learning.

- Short Term planning should take account of differentiation and progression. Schools are advised to follow the WHF guidance contained within the Assessment of Computing Concept Cartoons document.

- Key skills in information technology are developed through Multimedia and Handling Data threads and are integrated into learning in other curriculum areas.
- Online Safety should form a part of every Computing lesson, and should be referenced in other relevant learning opportunities.
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning.

- Progress is assessed on an on-going basis and should be supported by using hot and cold assessments before and after a unit of work. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.
- Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.

- Children are aware of the 'I can' statements and are encouraged to set success criteria for their work.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Teacher's judgments are supported through a portfolio of evidence which provides examples of age-expected attainment.
- Information is shared with the school community through the school website, displays, celebration events, newsletters, and end of year reports.
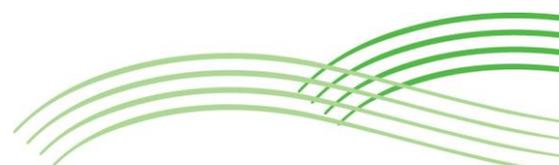
Early Years:

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- The Foundation Stage teacher should plan for the opportunity to use technology in a range of contexts.

Online Safety:

- A progressive Online Safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about Online Safety are part of each Computing lesson and reinforced whenever technology is used.
- Clear rules for Online Safety reviewed with each class at the beginning of every year. Parents and pupils should sign an acceptable user policy together when a pupil first starts at the school.

- The school should support the international Safer Internet Day each February and provides opportunities for pupils to consider Online Bullying as part of Anti-Bullying week in the autumn term.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.
- The school has an Online Safety policy in place that details how the principles of e-safety will be promoted and monitored.

Monitoring:

- The impact of the Computing curriculum is monitored regularly by the Computing Co-ordinator through pupil discussion, samples of work and discussion with teachers, an electronic portfolio and the use of the NAACE Self Review Framework. Online Safety should be monitored through the E360 Review tool.
- Systematic monitoring of all threads of Computing informs the subject leader and school development plan.
- The Computing leader should conduct regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of individual teacher's performance management plan.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for Computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.

- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- The school is aware that not all pupils have the same access to resources at home and this is considered by staff in the planning and delivery of the curriculum.

Resources:

- The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National curriculum. We maintain a list of resources used in each phase.
- Online tools are part of the experience of pupils.
- The Computing Co-ordinator is required to keep up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider.
- Hardware and software faults should be logged with an appropriate traded service such as WHFIT electronically using the ticketing system.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.

Roles and responsibilities:

- The school community works together to ensure the implementation of the Computing policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.
- Subject leaders in other curriculum areas are responsible for recognising the links between computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- Governors may include Computing in their learning walks around the school. Governors can request that the Computing Co-ordinater provides the LGB with additional information if needed.

- The class teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate.
- The school receives technical support from (name) and the technician is responsible for the maintenance of computers, printers, the school network and keeping software up to date. The subject leader liaises with the technician to ensure that the systems are running efficiently.

Health and safety:

- The Online Safety rules are displayed in the learning environment.
- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's health and safety policy.

Review:

This policy will be annually reviewed by the school at a date decided by them.