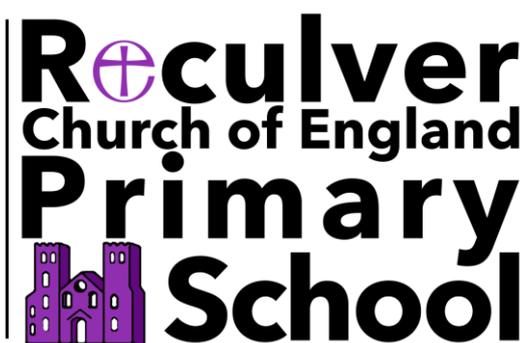


*...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.' Isaiah 40:31*

connect | nurture | aspire | learn | excel | hope

Reculver Church of England Primary School



Computing policy

Date adopted by Local Governing Body:
Date of next Review: March 2019

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is a whole school issue. Computing has a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each topic area of the curriculum.

Rationale

Through teaching Computing we equip young people with the foundational skills, knowledge and understanding they will need for the rest of their lives which are increasingly being transformed by technology. 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. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

Aims

- to enable all children to use ICT with purpose and enjoyment
- to enable all children to develop the necessary skills to exploit ICT
- to enable all children to become autonomous users of ICT
- to enable all children to evaluate the benefits of ICT and its impact on society
- to meet the requirement of the Foundation Stage Curriculum and National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement
- to create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT.
- to provide opportunities for embedded ICT as a tool to support learning and teaching are identified in Curriculum planning.

Objectives

These objectives are derived from the aims and guide our decisions in planning a scheme of work. They will form the basis for evaluation and assessment.

To enable all children to use ICT with purpose and enjoyment:

- by providing tasks which are interesting and give scope for individual responsibility.

To enable all children to develop the necessary skills to exploit ICT

- by ensuring enough access by pupils to become more proficient in the basic ICT skills.

To enable all children to become autonomous users of ICT:

- by planning activities which allow children opportunities to apply their skills in a variety of different subject contexts.

To enable all children to evaluate the benefits of ICT and its impact on

society:

- by leading group or class discussion about the benefits and limitations of ICT and by creating opportunities to compare classroom use of ICT with that in the wider world.

To meet the requirement of the Foundation Stage Curriculum and National Curriculum as fully as possible and enabling all children to reach the highest standards of achievement:

- by planning and teaching using the lessons set out in the Inspire Curriculum, differentiating where appropriate.

To create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT:

- by raising the profile of Computing in the school and by providing a programme of staff development.

Principles of teaching and learning

Differentiation & SEN

Pupils with special educational needs will be entitled to the same access to Computing as their peers. In planning, lessons teachers will identify the learning goals for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or providing peer or adult support, for children with difficulty. It is important to note that pupils with learning difficulties may achieve well in Computing and should be given every opportunity to provide support for others. Teachers will liaise with the SENCO on the use of ICT to improve their involvement in the curriculum. For instance: to improve writing and presentation, to practise skills or to focus on the interpretation of graphs.

Breadth & balance

Teachers and support staff will ensure that they understand the skills and concepts to be taught and the role of discussion in developing a critical awareness of the use of ICT. The scheme of work for Computing will provide guidance on the skills and knowledge to be covered by each year group. Teachers will need to plan their work so that these skills are taught and that they are practised and developed during work in other subjects.

Activities using ICT will be planned to allow for different levels of achievement by pupils or to include the possibility of extension work. Teachers will be expected to intervene where appropriate to reinforce an idea or teach a new point.

Variety

Pupils will have the opportunity to participate in a variety of activities to learn to use ICT and apply these skills in a meaningful context. They will also evaluate how ICT is used in everyday life and compare this with the way they use it in school through:

- short directed activities to practise a specific skill
- activities with a subject context to practise and develop skills previously learned
- open ended activities which allow pupils to choose which tools to use or to select from a variety of media
- whole class discussion to allow reflection on the use of ICT.

Relevance

Work planned for children will be relevant to them and their lives, as set out in the Inspire Curriculum. It will build on their existing skills and provide opportunities to develop new ones. Wherever possible, real data will be used.

Cross-curricular Skills and Links

The nature of ICT as a tool means that there will be many opportunities for links with other subjects. Teachers will plan some activities which emphasise the development of Computing capability and others which support the subject being taught. They must refer to subject schemes of work when planning work.

Internet Safety

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An E-Safety policy has thus been drawn up to protect all parties and safety rules for responsible internet use will be displayed in each room with Internet access. Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Equal Opportunities

All children are entitled to equal access to all ICT equipment in order to develop their personal ICT capability. When children work in groups, care will be taken to ensure that all children are active and have equal access to the computer keyboard. Children with a computer at home are encouraged to use it for educational benefit and parents will be offered advice about what is appropriate. Children will be encouraged to practice keyboard skills at home and develop proficiency.

Health & Safety

Children are encouraged to close computers down and prepare them for use. They have chairs of the correct height, eyes level with the top of the monitor screen, and are encouraged to sit comfortably and use both hands for the keyboard. Further guidance is available in the school's health and safety policy. Age appropriate class and safety rules are displayed in the learning environment. Equipment is maintained to meet agreed safety standards.

Assessment, Recording & Reporting

Each teacher will assess Computing using the term's objectives and record on SIMS. Assessment of ICT capability will be achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting.

Management & Administration

The curriculum will be planned to allow pupils a wide range of activities to cover and teach the programmes of study for Computing. Teachers will use the key stage plans to ensure that pupils have sufficient access to experiences and equipment to receive a balanced experience of Computing. The scheme of work for Computing and subject schemes of work will provide the basis for termly planning showing learning objectives, experiences and types of activities. Planning should identify opportunities for assessment and resources to be used.

The Role of The subject Leader

The subject leaders will work with the school management team to ensure implementation of the school's Computing policy and four-year School Development Plan. The leader will be responsible for monitoring curriculum coverage and the quality of teaching and learning. The leader will plan and lead the development of all school staff in Computing and provide regular reports on the level of resources. See also the subject leader policy.

Resourcing

Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum. An ICT asset register is maintained by the ICT technician. See the school's four-year School Development Plan which shows planned expenditure to meet the national targets. An annual budget is available for consumable items like printer cartridges' paper, etc.

Review

This policy will be reviewed annually by the Computing leader and leadership team. Progress will be reported to the governors. This evaluation will form the base for an action plan which will then inform the school development plan.

Helen Mount
March 2018