



Computing Policy
December 2014

Computing Aims

The Computing curriculum should offer opportunities for our children to:

- ensure all staff and pupils are confident, competent and independent users of 'technology'
- motivate and inspire pupils and raise standards across the whole curriculum.
- develop an appreciation of the use of 'technology' in the context of the wider world.
- enrich learning and promote both independent and group work.
- develop pupils' ability to use 'technology' appropriately and choose software suitable for a particular task.
- provide continuity and progression in all of the strands of the Computing Curriculum.
- develop Computing skills discretely and in a cross-curricular approach.
- encourage problem solving and investigative work.
- foster group work, sharing and collaboration between peers.
- care for and respect equipment.
- use Computing for effective and appropriate communication.
- share resources.

Computing Content

Early Years Foundation Stage

30-50

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers

40-60

Completes a simple program on a computer.

- Uses ICT hardware to interact with age-appropriate computer software.

Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use

technology for particular purposes.

Key stage 1

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- write and test simple programs
- use logical reasoning to predict the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Organisation, Planning and Evaluation

Our curriculum planning is in three stages; long, medium and short term. To inform the planning in KS1 we use the National Curriculum and advice from Warwickshire Education Services. The EYFS (understanding of the world) is used in the Foundation Stage where opportunities to develop computing skills are provided through child initiated play or teacher lead activities.

The computing coordinator is responsible for reviewing plans.

Teaching and Learning

As the aims of Computing are to equip children with the skills necessary to use technology to become safe, independent learners, the teaching style that we adopt is as active and practical as possible.

Computing will enhance and improve the process of teaching and learning in all areas of the curriculum. In particular, children should achieve the following skills and abilities:

- understand algorithms
- create simple programs
- show confidence in handling hardware, software and other Computing equipment
- the ability to use technology equipment to manipulate and present written word, images and sounds so as to convey a message effectively
- develop the ability to use technology equipment to store, retrieve and present information in ways which enhance interpretation and analysis

- be able to talk about their use of Computing and its place within real live contexts
- use technology safely
- keep personal information private
- recognize common uses of technology beyond school

Meeting the Needs of Individual Children

When teaching computing, we recognise that we have children of differing ability with varying prior knowledge. We take into account the needs of all children and provide learning opportunities matched to individuals needs including the very able, those with barriers to learning and participation, and those with different cultural or linguistic origins. We ensure that we provide suitable learning opportunities for the children by:

- setting common tasks that are open ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks for each group
- providing a range of challenges with different resources
- using support staff, where available, to work with small groups or 1:1 with children with specific needs.

Equal Opportunities

All children, irrespective of race, gender or ability, have access to the computing curriculum. All children are expected to work and achieve their best and reach their individual potential regardless of race, gender or disability.

E-Safety

Staff and children will use the internet and technologies in a safe way, working within the guidelines set out in the E-Safety policy, the Acceptable Use policy and the home/ school agreement. Where issues arise, these will be escalated to the class teacher and head teacher. Where issues arise concerning child protection, these will be detailed on a green form found outside the head teachers office and passed to the child protection officer, (head teacher) or deputy in her absence, at the time of concern.

Resources

There are a variety of classroom and whole school resources including desktop computers, laptops and Ipads available to use to support the teaching of computing as well as enhancing other curriculum areas.

Assessment

For the 2014/15 academic year, computing will no longer be assessed with levels. The school is seeking advice in line with other subjects.

Monitoring and Review

The computing coordinator will have over sight and input into the computing planning, resources and monitoring. The coordinator will, when possible, observe the teaching of computing, look at work and speak to children.

Liaison with Other schools

The computing coordinator will seek support and advice from other schools. This may come in the form of coordinator meetings held by the LEA or cluster organisation.

This policy will be reviewed again in December 2015