

Fullwood Primary School – Computing Policy

Autumn Term 2018

Introduction

In September 2014 the national curriculum introduced a new subject, Computing, which replaced ICT. This presented Fullwood Primary School with an opportunity to review and enhance current approaches in order to provide a more exciting, relevant 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, how they are designed and how to program them. Studying computing will give children an understanding of different types of computational systems whilst computational thinking provides insights into many areas of the curriculum and influences work at the cutting edge of a wide range of disciplines.

The new National Curriculum presents Computing as one subject through which children can understand the technological world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. It also prepares children with a knowledge of how networks, including the internet and intranet, work and the many faces of digital communication. These different areas of the Computing curriculum can be summarised as

1. Computer Science
2. Digital Literacy
3. Information Technology

Aims and Objectives

- All pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. (CS)
- All pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. (CS)
- All pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. (IT)
- All pupils are responsible, competent, confident and creative users of information and communication technology. (DL)

We aim to achieve this by

- ❖ Enabling our staff and pupils to become competent, confident and independent users of technology
- ❖ Providing pupils with the computational skills necessary to become independent learners
- ❖ Developing a creative and cross-curricular approach to the teaching and learning of Computing
- ❖ Promoting safe and sensible use of technology through a dedicated online-safety curriculum.
- ❖ Using new technologies to enable good quality teaching and learning to take place
- ❖ Ensuring appropriate and equal access to technology for all children regardless of age, gender, ethnicity or ability
- ❖ Utilising the Managed Learning Environment (FROG) in order to provide extended and personalised learning opportunities through the use of technology
- ❖ Committing to the Continuous Professional Development of Computing
- ❖ Ensuring our pupils understand and take advantage of the ever quickening pace of technological change
- ❖ Providing pupils with an understanding of the role technology plays in everyday life at present and its importance in the future
- ❖ To give children opportunities to access the Computing Curriculum through home-school links.

Teaching and learning

- The schemes of work are designed with each of the Computing aspects clearly identified along with appropriate progression through the year groups.
- As far as possible the Computing curriculum, including skills, capabilities and technologies, will be taught through the Creative learning journeys as a cross-curricular process.
- Where possible pupils will be encouraged to train and assist their peers.

- Pupils will use Computing capabilities and Computing technologies and skills to support learning in other curriculum areas including core and foundation subjects.
- Staff will use a range of teaching styles in teaching Computing i.e. whole class, small group and individual use of Computing equipment.
- Provision will be made for differentiation in order to develop the potential of Gifted and Talented children as well as meeting the needs of SEND children.
- The Computing Leader will review both the provision of Computing as a subject within the National Curriculum and as a cross-curricular process. This review will take place at the completion of the year's work.
- The Computing leader, through rigorous monitoring and feedback, will ensure that there are high standards of achievement in Computing.

Computing in the Curriculum and Planning

Computing at Fullwood Primary School is taught through a creative context. Computing and ICT is used to facilitate teaching of other subjects e.g. children studying bar graphs in maths can create a computer generated graph alongside a hand drawn one and then consider the benefits and disadvantages of both methods.

Curriculum planning in ICT is in three phases (long-term, medium-term and short-term). Long term and Medium term planning is provided through the school's network (teacherswap drive) and shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum. The medium-term plans identify the key learning objectives for each unit of work and stipulate the curriculum time as well as providing National curriculum links and AFL assessment questions.

The class teacher is responsible for writing the short-term plans with the Computing component of each lesson. These plans are written on the school's Creative Planning proforma and must list the specific learning objectives of each lesson, key technical vocabulary and provide opportunities for the children to develop, use and apply their Computing skills across the different areas of the curriculum.

Each class is allocated an hour session in the Computing suite per week but teachers support learning through ensuring children have access to class computers when in the classroom also. The school has 30 laptops and junior classes have 6 computer pods in the classrooms to support this. Currently, Fullwood Primary has 32 i-pads which are used in many ways to support learning. Computing contributes to teaching and learning in all curriculum areas. For example, digital medial work links in closely with art, and work using databases supports work in mathematics. Computing enables children to present their information and conclusions in an appropriate way.

Assessment

Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. **Teachers assess children's work through Target Tracker. Statements are highlighted and updated as different areas of the curriculum are being taught. A statement descriptor can be highlighted at 'working towards,' 'achieved' and 'mastered.'** Pupils' progress is closely monitored by the class teacher allowing them to record and monitor individual children's skill progression. Self assessment for the children is designed to give them more ownership of their learning. Assessment spreadsheets will also inform teacher planning and 'next steps' to ensure pupil progress. The highlighted statements are stored on Target tracker for their next class teacher to inform planning and assessment continuity. A final bonding judgement is made at the end of the year and progress between years is monitored by class teachers and the Computing leader.

Hardware and Software problems

Any problems involving hardware and software should be recorded in the Technician's Fault book, which is kept in the school office. The technician is responsible for fixing any problems he is able to on-site otherwise he will contact the technical support company for assistance.

Resources

The Computing Leader/assistant/technician will arrange for the purchase, care and security of central resources including master copies of all software in use on the school's computers, master copies of documentation, kits of hardware and associated software for control and measurement activities.

Responsibility for other Computing equipment such as video and sound recorders, microphones, piano keyboards, televisions and video recorders (with the exception of any permanently attached to the Interactive Whiteboard), electronic toys etc. lie with the purchasing coordinator. The Computing Coordinator will offer advice and INSET on new equipment and technologies and support their introduction into classrooms use.

Use of printers, toners etc will be supplied by an outside contractor.

This policy should be read alongside

- Health and safety policy
- Equal opportunities policy
- Teaching and Learning Policy
- Computing Acceptable use Policy

Reviewed by Kenneth Luequee (Computing Leader) September 2018