

Computing Policy

Designated member of staff: S Perkins/Teaching and Learning

ICT is changing the lives of everyone. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. 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. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

Aims

- To develop ICT capability in finding, selecting and using information;
- To use ICT for effective and appropriate communication;
- To monitor and control events both real and imaginary;
- To apply hardware and software to creative and appropriate uses of information;
- To apply their computing skills and knowledge to their learning in other areas;
- To use their computing skills to develop their language and communication skills;
- To explore their attitudes towards computing and its value to them and society in general.
- To learn about issues of security, confidentiality and accuracy.

How Computing is taught at Woodmancote

The school uses the national curriculum as the basis for its curriculum planning of computing. The school year is broken down into six teaching terms in which to teach the key strands of Computing. These are- Multimedia, E-Safety, Programming, Handling data and Technology in our lives.

As the aims of computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. At times, we do give children direct instruction on how to use hardware or software in 'skills' lessons but we often use computing capabilities to support teaching across the curriculum. So, for example, children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to computing equipment at home, while others do not. We provide suitable learning opportunities for all children by

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matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity that are matched to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

The contribution Computing makes to Spiritual, Moral, Social and Cultural

In computing, children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of computing, and they also gain a knowledge and understanding of the interdependence of people around the world.

Teaching Computing to children with Special Educational Needs (Inclusion)

At our school, we teach computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in computing, we can take into account the targets in the children's MyPlans. The use of computing can help children in achieving their targets and progressing in their learning.

Teaching computing to children who are deemed to be Gifted and Talented

Teachers identify children who are gifted and talented in the area of computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of computing both in specific computing lessons and in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of computing. Children should be encouraged to develop a deeper understanding of computing by teaching or modelling an activity to others, having an extended task or being a class ambassador.

Health and Safety considerations

Teachers are aware of the health and safety policy and ensure their computing lessons are in line with this. One consideration is no food or drink allowed in the computer suite or near electrical equipment.

Resources

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At present, the computing suite contains thirty workstations and a networked colour laserjet printer. Each classroom has an interactive whiteboard and every teacher has a laptop computer. Every computer in the school is linked to the internet. We keep resources for computing, including software, in a central store in the computer suite cupboard.

Along with the computers, the school has the following:

- Scanners / document imaging cameras
- digital cameras
- digital video recorders
- electronic keyboards
- listening centres / CD players / DVD players
- calculators
- BeeBots and other controllable devices
- control interface with buzzers etc.
- digital microscopes
- headphones and voice recorders
- Nintendo DS's
- Learn Pads x 32

Assessment and Recording

Teachers assess children's work in computing by making informal judgements as they observe them during lessons. Pupils' progress is closely monitored by the class teacher. At the end of each teaching block, the teacher records pupil's progress using Target Tracker. The teacher uses this information to inform an end of year judgement for school reports.

Related documents

Acceptable use policy

E-Safety policy

Prevent policy

Elim grids- progression in planning

CEOP website <https://www.ceop.police.uk>

Think you know website <https://www.thinkuknow.co.uk/>

Monitoring and evaluating this subject area

Monitoring and evaluating this subject will be in line with our Monitoring and Evaluating Policy. The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the computing subject leader and the Leadership Team. To monitor pupil's progress, the computing subject leader will cross reference work samples saved on the server with Target tracker statements. The computing subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The computing subject leader regularly discusses the computing situation with the head teacher and

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provides an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. During the year, the computing subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work, for visiting classes to observe the teaching of computing and conferencing pupils.

Safeguarding

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- * The content of the curriculum.
- * The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- * The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- * Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- * Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Equal opportunities

At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Policy Created: January 2016 (To be reviewed annually)

Date: January 2016

Signed..... (Chair of Teaching and Learning)

Review: January 2017