
**Totley All Saints
Church of England Primary School**

Computing Policy



*“I have come that they may have life,
and have it to the full.”*

John 10:10

**Reviewed; Spring 2020
Approved by Governors: Summer 2020
Date of next review: Summer 2022**



Computing

Introduction:

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that the use of information and communication technology is an integral part of the school curriculum and is a key skill for all children for everyday life.

At Totley All Saints, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to learning the skills needed to enable them to use them effectively. The purpose of this policy is to state how the school makes this provision.

The school's curriculum aims to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study for each key stage.

Subject Content

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 precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Resources

We have desktop computers available in every classroom and a computer suite of 30 computers, 3 iPad trollies contain 54 iPads and a Laptop trolley containing 15 Laptops. These are timetabled for use by all children. All computers around the school are networked and have Internet access. Interactive Whiteboards are available for all children to access daily. The ICT suite is available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.

Planning

As the school develops its resources and expertise to deliver the ICT and computing curriculum, modules will be planned in line with the national curriculum, as well as the Sheffield Computing Scheme of work, and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow the Sheffield Computing Scheme of work with objectives set out in the national curriculum.

Classroom Management

- Hands on experience is the foundation for progress in computing.
- Maximum use should be made of computers supported by work and discussion away from the computer.
- Organisation of the teaching of computing is dependent upon the ability of the children and the availability of computers.
Normally children will work individually, in pairs or in small groups on the computer.
- The introduction of new knowledge or skills should involve whole class teaching and demonstrations.
- More able children should be encouraged to act as 'digital ambassadors'

Assessment and record keeping

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills each half term. Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in

relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in ICT and computing by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. On completion of each unit of work an example of the integrated task for each ability group is printed and annotated and placed in the Portfolio of Children's Work for which the ICT subject leader is responsible. This demonstrates the expected level of achievement in ICT for each age group in the school.

Monitoring and Reviewing

The monitoring of the standards of the children's work and of the quality of teaching in ICT and computing is the responsibility of the ICT and computing subject leader. The ICT and computing subject leader is also responsible for supporting colleagues in the teaching of ICT and computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Equal Opportunities

We aim to create equality of opportunity for all our children, whatever their gender, abilities or background and give them chance to demonstrate what they know, understand and can do.

Special Educational Needs & Disability

The School's Policy document for Special Educational Needs explains in full the procedures which are in place for providing for pupils with Special Educational Needs. Within the area, tasks are differentiated to ensure access to the National Curriculum and to offer activities which are relevant to the conceptual development of the child.

These pupils benefit from the use of programs in which skills practice is set in the context of a motivating game.

Roles and Responsibilities

Leader for ICT and Computing

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Class Teachers

It is the responsibility of each class teacher to ensure that their class is taught all elements of the ICT curriculum as set out in the national curriculum programme of study.

All staff

It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues.

Governors

All governors are interested in the development of computing to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of computing on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually.

Training

All staff, including managerial and administrative staff, receives support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

Parental involvement

Parents are encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.