



St Joseph's RC Primary School Ramsbottom Computing Policy

Mission Statement

"There are 3 things that last: Faith, Hope and Love. Love one another as I have loved you."

Our school is proud to be part of the Roman Catholic community in the Parish of St Joseph's Ramsbottom. Our school has a distinctive character, because everything we do is based on the values of the Gospel. The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person."

Introduction

This policy outlines the teaching, organisation and management of the Computing taught and learnt at St. Joseph's R.C. Primary School. This policy has been established to address the National Curriculum 2014. The implementation of this policy is the responsibility of all the teaching staff.

Agreement of Policy

This policy is written by the Computing co-ordinator, reviewed by staff and SMT in September 2017 and approved by the Governors Autumn 2017. This policy will be reviewed in conjunction with the school's Policy Review Cycle.

Vision Statement

Our vision at St Joseph's is to enhance the use of Computing across the curriculum to accelerate progress of all children and to prepare them for future Computing learning.

Aims and Objectives

Computing 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. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

The aims of Computing are to enable children:

- to develop Computing capability in finding, selecting and using information;
- to use Computing 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. For example, to learn about issues of security, confidentiality and accuracy;
- to prevent unauthorised use of the internet and the accidental or intentional viewing of inappropriate websites.

Teaching and learning

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. 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 or images 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 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 may 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 aids and prompts to support the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Computing Curriculum

EYFS - We teach Computing in Nursery and Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the Computing aspects of the children's work to the objectives set out in the Development Matters/Early Learning Goals which underpin the curriculum planning for children aged three to five.

KS1 and KS2 - Teachers follow a combination of the Purple Mash Scheme of Work and Cornerstones to ensure Computing topics that the children study are delivered in a cross curricular way. By following Purple Mash, we can clearly see how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan. The topics studied in Computing are planned to build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit so that the children are increasingly challenged as they move up through the school.

SEN - At St Joseph's we teach Computing to all children, whatever their ability. Computing forms part of our curriculum policy, ensuring we provide a broad and balanced education for **all** children. Through the teaching of Computing, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges (WILFs) and responding to each child's different needs.

Computing in other curriculum areas

The teaching of Computing contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics. Computing enables children to present their information and conclusions in the most appropriate way. Quite a lot of software is generic, and can therefore be used in several curriculum areas.

English Computing is a major contributor to the teaching of English. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communicating with people via e-mail. They also learn how to improve the presentation of their work by using desktop publishing software. There is in addition a variety of software which targets specific reading, grammar and spelling skills.

Mathematics Children use Computing in mathematics to collect data, make predictions, analyse results, and present information graphically. Screen robots allow pupils to give exact instructions for a particular route, or to use their knowledge of angles to draw a range of polygons.

Science Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and graphs.

Personal, social and health education (PSHE) and citizenship Computing makes a contribution to the teaching of PSHE and citizenship in that children in Computing and ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and e-mail. Through discussion of online safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT around the world.

Assessment

Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher will assess it against the learning objective (WALT - we are learning to) and the success criteria (WILF - what I am looking for) and if the child has achieved these, (each lesson or at the end of a unit) a record of this is made on the school assessment sheets and then passed to the coordinator.

Resources

The school has a range of Computing resources to enable all children to fully access the Computing National Curriculum.

Online safety

The school network is protected by software for virus protection and also internet security, which prevents access to inappropriate websites. Children are advised to use Junior Safe Search as an alternative to Google for researching information. Online safety rules can also be found in the Online Safety Policy and the Internet Agreement. At the beginning of each year, every child signs an agreement as a sign of their responsibility to follow the rules of how to stay safe online. A copy of the rules are displayed in each class and revisited regularly.

Target Setting

Individual targets are set by the class teacher to ensure children know their next step through verbal feedback in the lesson when children are instantly able to make changes.

Monitoring and Evaluation of Provision

Provision to all children is monitored and evaluated through:

- Regular scrutiny of children's work.
- At the end of each half term, a teacher assessment of Emerging, Expected or Exceeding is put onto the tracking sheets. These are then analysed by the Headteacher, Assessment Co-ordinator, teacher(s) and Computing co-ordinator to determine if any additional support in lessons is needed. Similarly, reviewing the

trackers may result in children being identified and added to the school's "More Able and Talented" register to monitor progress and how to stretch and challenge these pupils further.

- Regular checks on equipment by the Computing coordinator and the Bury IT Technician
- Relevant records and information is passed up to the next class at the end of the school year.

Homework

Specific homework for Computing is not set but children are encouraged to use computers at home, if they are available, in order to develop skills in Computing.

Conclusion

This policy also needs to be in line with other school policies, and therefore should be read in conjunction with the following school policies:-

- Safe Use of the Internet Agreement
- Mobile Phone agreement
- Health and Safety
- Teaching and Learning Policy
- Assessment and Record Keeping Policy
- Special Educational Needs Policy
- Equal Opportunities Policy

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