Rushton CE (VC) Primary School

Happy Learning Together

Computing Policy

Rationale

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum 2013

Purpose

This policy aims to show how our school intends to fulfil its legal obligation to deliver the National Curriculum and how and where we can go beyond that to create a stimulating and exciting curriculum which will meet the future needs of the children.

Aims for the teaching of ICT

- The national curriculum for computing aims to ensure that all pupils:
- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Monitoring of Implementation

Computing will be monitored by the Computing coordinator at least once a year, in order to check that the above aims and objectives are put into practice.

Curriculum

ICT is important because it is a subject in its own right and is a valuable medium for teaching and learning in all areas of the curriculum. Computers and interactive white boards are situated in each classroom and there is a core of software items as well as the internet which are used consistently throughout the school. The children are encouraged to use other ICT equipment e.g. digital cameras and sound recording equipment in order to enhance and extend all aspects of the curriculum.

Entitlement
All children will be able to follow a well-planned and resourced curriculum which will enable them to take their learning forward and to provide opportunities for them to succeed in an atmosphere of feeling valued.

The use of commercial schemes
Computing lessons are planned directly from the National Curriculum and adapted to suit the topics delivered in each class. Wherever possible, links to the topic and other subjects will be included.
The school subscribes to a number of online products. These include Purple Mash, Espresso and Education City.

Special Educational Needs
Where children have an additional need that needs to be met in order to access the curriculum, a discussion with the school SENCO should be had for advice on how to incorporate this into an IEP.
Children whose achievements exceed their year group expectations will be provided with opportunities which extend their knowledge, understanding and skills.

Foundation stage
Children in Foundation Stage will be taught skills to enable them to move towards the Technology Early Learning goal in the EYFS. Aspects of technology are made available to children to access as part of their continuous provision.

Health and Safety issues
When engaged in practical tasks children will be taught to behave in a considerate and responsible way and to show respect for other people and equipment. Children will be encouraged to think about and discuss the safety aspects of their activities; they must take care when setting up or moving equipment and follow general electrical safety precautions. (All accidents, however slight will be recorded in the school's accident record book). Parents and children are asked to sign a form to agree to responsible use of the internet. Parental/carer permission is sought to use pupil's photographs within school, in publications and the web. Children are taught on-line safety in PSHE and by visiting police officers every 2 years.

Assessment, Recording and Reporting
Assessment of children's work is a continuous ongoing process and records of their attainment and samples of work are kept by the class teacher. Parents are informed about their children's progress whenever necessary and at least annually in the yearly report and at Parent's evening. Progress against the NC programs of study are record in the class Foundation Subject assessment folders.

Marking
Because of the practical nature of the subject not all ICT work will be marked. When work is marked it will be in line with the school's marking policy and children will be given time to respond to the feedback they have received.

Homework
Homework will not be set in ICT, however children are able to access a number of learning resources through the school website. It is possible that topic homework in Class 2 will contain an element of research using the internet.

Display

Children derive much pleasure and benefit by having their work displayed. When possible samples of work will be mounted and displayed within the classroom or on other boards throughout the school.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning. We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning. We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion

This policy should have a positive effect on the teaching and learning of ICT in the school by encouraging a consistent approach throughout the school.

Monitoring

This policy and the guidelines will be reviewed when necessary at least every two years.

Reviewed by staff and Governors on 1st February 2017.