North Ferriby C E Primary School

Computing Policy

Date of New Policy:	Autumn 2018
Review Date:	Autumn 2021
Policy Type:	School
Co-ordinators:	Beth Gibbs
Link Governor:	Jonathan Luckhurst
Committee:	Curriculum

A Christian School with children at its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

1. <u>Introduction:</u>

The nature of Computing continues to change and have an impact on teaching and learning.

'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 in England: computing programmes of study-key stages 1 and 2.)

This Involves;
- Using ICT information sources and tools to solve problems;
- Using ICT tools and information sources, such as computer systems and software packages, to support learning in a variety of contexts;
- Using ICT as a means of communication and selecting appropriate means;
- Understanding the implications of ICT for working life and society.
- Understanding how the Internet works.
- Understanding and applying the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation.
- Writing, analysing and debugging where necessary computer programs.

2. <u>Aims:</u>

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.

3.   Planning:

The Long Term Plan will be an umbrella plan of areas of study organised into 'Topics' so that coverage of the National Curriculum requirements is made over the course of a year. The Medium Term Plan will be a more detailed guide to skills and knowledge which have to be taught. It has been devised according to National Curriculum guidelines, agreed South Hunsley partnership objectives and the government's scheme of work. It is vital that teachers follow the medium term plan to inform short term planning, ensuring progression throughout both key stages.

4.   Links with other Curriculum areas:

Pupils should be given opportunities, where appropriate, to develop and apply their Computing capability in their study of National Curriculum subjects.

5.   Assessment:

Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. Pupils' progress is closely monitored by the class teacher. When appropriate, pupils print out work and this is kept in their topic books or displayed throughout the school. Children can also save their work into their own folders which are available for the Computing co-ordinator to monitor.

The ICT subject leader keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school.

6.   The Role of the Coordinator:
- to gain experience and knowledge provided by the LA and other agencies and to pass this information on to members of staff and children by means of workshops and clubs
- to liaise with colleagues in order to plan and monitor the delivery of the statutory Computing curriculum and to ensure ICT is used constructively in other subject areas in both key stages, monitoring continuity and progress
- to provide leadership and support to colleagues with the teaching of Computing.
- to order and maintain resources for pupils and teachers in both buildings
- to advise colleagues on aspects of health and safety and security related to Computing.

7.   Health and Safety:

Children should be taught safety with any electrical device. Careful respect for machines ensures a longer working life. Children need to learn the correct procedure for closing down a programme before switching off the computer. It should not be necessary for any child to have to move a computer.

Children are taught how to use computers safely and particular regard is given to the safer use of the internet.
[see also the 'E-Safety Policy' and the school's 'Acceptable Use Policy']

8.   Equal Opportunities:

Every child is entitled to ICT education. As an equal opportunities school, all children will receive ICT education appropriate to their needs.

In line with the school's equal opportunities philosophy, pupils of all abilities will have access to suitable ICT opportunities. Much available software can be used at different levels of study, so that differentiation of work is facilitated.

9.   SEND:

Software is available and the SENCO, with the ICT co-ordinator, is responsible for purchasing relevant packages for individual children. More able children can be extended by giving more open ended problems to solve and can be responsible for cascading information to their peers at times

10.   Christian Values:
Our core Christian values are Friendship, Forgiveness, Trust, Service and Creation. Examples of how some of these values are explored through the History curriculum are as follows:
- **Friendship forgiveness and trust** are explored by working on projects together in teams. Pupils also repay the trust that we place in them to use the computing resources responsibly and safely.
- **Service** is explored by studying how computer technology can be used to help others

11.   School Vision Plan:
- **Healthy and Safe:** Learning and demonstrating how to stay safe online
- **Thoughtful:** Pupils develop their thinking skills by working on projects in groups (working together, considering others, solving problems etc).
- **Enterprising:** Making use of technology to research, plan, organise and advertise enterprise projects
- **Creative:** Demonstrate their creativity through technology (digital art, musical projects, carrying out research to develop their own ideas)