

# Hinchliffe Mill Junior and Infant School

## Computing Policy

### (February 2015)

#### 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 an 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.

The National Curriculum in England 2013

#### Aims

At Hinchliffe Mill Junior and Infant School our aims are 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 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
- Understanding of how to use technology safely and responsibly
- Can meet the requirements of the national curriculum programmes of study for ICT and computing.

#### Objectives

Through our practice and methodology, that the majority of children will develop the skills that enable them to use computing skills effectively and appropriately.

#### Methodology

In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice should be planned throughout the school.

We believe that children should experience a variety of methodology:

- exposition by the teacher
- discussions between teachers and pupils and between themselves
- using appropriate practical work

- consolidation of fundamental skills by practice and routine
- employing computing as a cross curricula tool

## **Planning**

We use a skills based approach that enables pupils to undertake more complicated and demanding projects as they progress through school. Units are planned in line with the national curriculum 2014 and allow for clear progression. Staff follow medium term plans which link to other areas of the curriculum.

This scheme is organised on an annual cycle to ensure that there is full coverage of the topics and skills outlined.

## **The Role of the Teacher and Classroom Support Assistant**

Much of our current specific ICT is delivered by a highly skilled HLTA. She and the teacher will be sensitive to the needs of the children and will plan appropriately for the needs of the children in the group or class. They will encourage the children and value each child's achievement.

## **Resources**

These include personnel and physical resources.

- There is a central bank of learning resources stored in the computer suite.
- The computer suite is equipped with 16 up to date PCs and 17 laptops
- We have 16 ipads mini
- All classrooms, the IT Suite and the Hall have interactive whiteboards
- The children are aware of location of materials and are encouraged to access these independently. To enable this to happen, equipment is well organised and clearly labelled.
- The use of Moodle, a Virtual Learning Platform
- We use many online resources to ensure we have good coverage of all units and cross curricula opportunities.
- Staff are confident in this subject and have been supported by peers and external sources
- Classroom support assistants, learning support assistants are encouraged to work in the computer suite with children and in house training takes place on an ad hoc basis to facilitate this
- There is an annual budget allocation for resources.

## **Assessment and Record Keeping**

- On going assessment, as an integral part of good practice, will enable tasks to be matched to the abilities and needs of our pupils as they progress. This is managed by the ICT HLTA
- Assessment is required to plan for the next stage of the children's work
- Assessment is used to evaluate a child's progress
- Our system enables all pupil work to be saved throughout their time here. We hope to be able to put this on disc for them when they leave school.

## **Monitoring and Evaluation**

A programme of monitoring and evaluation has been put into place across the school for Computing. The Headteacher and the HLTA carry out this monitoring programme. Planning is available at all times in the computer suite. Lessons are observed on a planned basis.

## **Target Setting**

- Our aim is to set targets for each child to fulfil their full potential
- We aim to adopt new technology as appropriate to the needs of children at Hinchliffe Mill Junior and Infant School
- Our school target is to use the new 2014 Computing Curriculum successfully

## **Homework**

- Government guidelines are currently followed on homework
- Many children are able to practise their computer skills at home
- Moodle allows the children to access specific school tasks at home
- If children are not able to access computers at home we aim to ensure that this does not disadvantage them in their ICT work

## **Special Educational Needs and Disability**

We plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Children with Special Educational Needs are carefully monitored. Initially differentiated work will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case an Individual Education Plan will be drawn up for them by their teacher in consultation with SENCO.

- The school has an up to date SEN Policy
- There is also support from the Local Authority

## **Communication with Parents**

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways.

These are:

- Parent /Teacher interviews
- The annual written report
- Make them aware of our policy for ICT

## **Display**

Displays of information are used in school. It is appropriate that work in ICT is displayed in school so that children can celebrate their achievements. Informative display materials are also used as appropriate.

## **Internet Access**

The school has an up to date e-safety policy which should be read in conjunction with this policy.

## **The role of the link team**

- To model good practice
- To ensure the implementation of this policy
- To ensure they are up to date with current policy and practice
- To monitor and evaluate practice
- To help with and monitor planning
- To attend courses and lead staff INSET
- To maintain a file of planning and evidence for the subject area
- To review this policy
- To inform Governors on current policy and practice in Computing

The link team responsible for this policy is Dawn Hosker (HLTA) and Liz Noble headteacher.

## **Liaison**

There is regular liaison with schools within the pyramid.

**This Policy will be reviewed on a biennial basis.**