



**NORTH FERRIBY C E PRIMARY SCHOOL**

## **COMPUTING POLICY**

**Date of New Policy:** Autumn 2016

**Review Date:** Autumn 2018

**Policy Type:** School

**Co-ordinators:** Beth Gibbs

**Link Governor:** Laura Spamer

**Committee:** Curriculum

**Mission Statement:**

**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.

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## **1. Introduction:**

The nature of Computing (formerly Information Communications Technology (ICT)) 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. Aims:**

- to develop within each child his or her Computing capability, ensuring all pupils have equal access to ICT
- to enable pupils to make informed choices and decisions
- to develop personal qualities and attitudes
- to provide children with an insight into the world of Computing and to realise its potential across the curriculum
- to encourage use of technology as a means of effective and appropriate communication and information retrieval
- to further advance teacher training in the use and teaching of Computing across the curriculum
- to accept that Computing is a necessary part of the overall School Development Plan
- 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

The key objectives reflect the 2014 National Curriculum requirements. Skills are still specified and continue to need to be taught. There is the need for pupils and staff to identify when, when not and how to apply Computing in a teaching/learning situation as all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT 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 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 classroom assistants to support the work of individual children or groups of children.
- Pairing more able with less able children to work as an effective partnership with the more able child guiding and advising but not taking over the ICT task.

As Computing is creative as well as functional, teachers will discuss with their pupils the best way of using the available technology. Pupils will be encouraged to develop a critical awareness of ICT within society.

Teaching of basic skills is administered according to the school Long and Medium Term Plan, which is in line with Government proposals in the National Curriculum and subsequent scheme of work. A variety of teaching styles is advised depending on the nature of the set task.

Progression of skills will be addressed in the Computing Plan. However individuals need to be able to progress at their own rate, which will depend on their confidence and use of hardware and software. All pupils will be encouraged to increase their depth of knowledge of software as they gain in confidence.

Teachers will aim to provide challenging and stimulating work for all of their pupils, encouraging them to take risks without any fear of ridicule or feelings of failure.

### **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 LEA 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.

Security:

The ICT Suite has good security measures with bars at the windows and skylights. This room is locked at the end of each day. The laptops trolley is locked and stored in the ICT Suite.

## **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. Skills for Life:**

Pupils develop:

- computing proficiency which will set them up for future life.
- a range of computing skills to support enterprise activities.
- learning skills and problem solving.
- Internet safety