



Be the Best You Can Be!

Computing Policy

Ratified by Governors: May 2017
Review Date: May 2019
Person Responsible: Fatch Singh

About this policy

The purpose of this policy is to provide guidance relevant to the subject of Computing as well as resourcing and technology for supporting teaching and learning across the curriculum (known as IT).

Aims

At Bush Hill Park Primary School we aim to:

- To deliver an enriching and diverse Computing curriculum that provides a variety of contexts for using a range of IT skills, applications and tools.
- To empower learners to select and use appropriate skills, applications and tools with confidence and a sense of achievement.
- To educate learners about safe and responsible use of the Internet, mobile phones and social networking and communication platforms.

Objectives

- To promote the inclusion of learners with Special Educational Needs (SEN) and English as an Additional Language (EAL) through use of IT software and equipment.
- To provide opportunities to extend and enrich learners who demonstrate particular ability in using IT effectively or an enthusiasm and appreciation for computers and technology.
- To use IT across the school to support teaching and learning in Computing and across the primary curriculum.

Curriculum Provisions (Inc. foundation stage)

Computing is an important part of the school curriculum because of its widespread use and impact on modern life. Replacing ICT, the Computing curriculum is centered around: creating, designing, communicating and evaluating using IT, together with a deeper, more embedded focus on computational problem solving and design. As a result, children's learning is more relevant and engaging than it has even been.

In order to ensure that valuable areas of experience are covered as instructed in the National Curriculum, we have created a bespoke scheme of work, which comprehensively covers a wide variety of 'real-life' contexts, focusing on developing IT skills in a range of applications. This scheme of work extends from reception to year six with the intention that learners will develop a progression of key skills. These include: ***Digital Literacy, Computer Science and Online Safety.***

Practicalities of Computer Science

We provide separate Computing lessons for children in Reception and Years 1 to 6 lasting 45-60 minutes. These sessions are supported by classroom Teaching Assistants and 1:1 Learning Support Assistants (where necessary).

In these sessions children in Key Stage 1 and 2 will have the opportunity to work individually, in pairs and/or in small groups, and will experience the frequent use of PCs, Tablets and Laptops in the Media Suite. Children in Reception will work at least 20% in their own classrooms and 80% in the Media Suite.

The key focus with this key skill is the science behind the computing world. Working with programming, algorithms understanding how computers work and the technology behind basic everyday systems.

Practicalities of Digital Literacy

In accordance to the new Computing Curriculum, the strand - Digital Literacy will be integrated across the curriculum. It will help young learners to take a full and active part in social, cultural, economic, civic and intellectual life now and in the future. We are promoting use of tablet computers and our computers suite's to encourage the use of IT in all subject areas.

Practicalities of Online safety

High on the agenda is the need to constantly cover and reiterate to students the importance of using the Internet and other technologies safely. We hold yearly workshops with external visitors delivering key examples and best practices to students. With this, each computing lesson will constantly refer to the key principles and school e-safety rule.

Planning and resources

As a school we are committed to using IT in teaching and learning across the curriculum. It is important that the provision of resources (including software and hardware) support this to greater enhance children's' development and experience. This also includes:

- Using the computer or interactive presentation technology (e.g. interactive whiteboards and visualizers) to demonstrate to a class or a group of learners.
- Using digital cameras, video cameras and sound recording equipment to record, evaluate and review learners work and performance.
- Using specialist software and DVDs.
- Using e-mail and Video Conferencing to communicate with other schools and people around the world.
- Using the Internet to research and to enhance learning through websites, multimedia and games.
- Encouraging children to use online services (paid for by the school) to deepen their understanding and extend their learning.




Assessment and record keeping

We have implemented assessment through learning based topics on computing with integration of all aspects of information and communication technology. Students are expected to complete a formal assessment at the beginning and end of each topic, this is a computer based assessment. They will then be expected to complete one piece of work independently to be mark against the relevant unit success criteria.

All assessments types – are digital and can only be access via our school network. Students and class teachers have access to the assessment feedback and progress via the schools shared area (Public drive). Teachers are also encouraged to assess all pupils' progress regularly though a variety of means including observation, discussions with children, evaluation and assessment of written and other work, teacher devised assessment activities and pupil self-assessment whereby children are encourages to evaluate their progress strengths and weaknesses.

Assessment for learning

Through computing assessment for learning is carried out using the following methods:

- Shared learning objectives and success criteria, at KS1 students understand their progress is monitored using the color and face expression system –
 -  (Working towards)
 -  (expected progress)
 -  (good progress)
- At KS2 students are monitored using set statements –
 - working towards,
 - expected progress
 - good progress
- Formative assessment is carried out fortnightly based on the topic from the Scheme of learning. Pupils are given opportunities to evaluate their own learning a level of success and that of their peers through peer assessment. We will be using Target tracker to monitor progress on a termly basis.
- Summative assessment will check children work in computing by making informal judgments during lessons. After a set time or completion of a piece of work the teacher assesses it and uses this assessment to plan for future learning. Writing or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to self-evaluate how they can improve their work.

Please note: This policy works in conjunction with the Online Safety policy.