

RAMSEY MANOR LOWER SCHOOL **COMPUTING TEACHING & LEARNING POLICY**

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.

Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

STATUS: GP

DATE ADOPTED:

Policy agreed by staff: JR date: July 2017

Policy agreed by Governors: JS date: July 2017

Date of next review: July 2020

RATIONALE

At Ramsey Manor Lower School we believe that, regardless of ability, ethnicity, gender, beliefs or personal circumstances, children must be able to recognise and adapt to a society which is served by an ever increasing use of Computer related processes. There is a need for pupils to develop a set of coherent Computer skills so that they may, in time, be able to use Computer effectively, creatively and autonomously across the whole range of the curriculum; to be able to take advantage of Computer opportunities to promote learning outside the classroom; to develop an awareness of their personal responsibilities when using Computers to access wider resources and when communicating with others.

AIMS

Everyone should be encouraged to be enthusiastic and empowered to use Computers in all areas of their lives as appropriate and in a safe and responsible manner.

Our aims in teaching Computing at Ramsey Manor Lower School are to help each pupil to achieve their potential and to provide them with the necessary understanding, concepts, skills and confidence in order to use Computers in everyday situations. A variety of teaching methods will be deployed to help pupils achieve success and will incorporate whole class, group and individual work. The emphasis is on learning skills which will be applied in all other areas of the curriculum and to learn to use equipment and resources safely.

IMPLEMENTATION

We use a variety of teaching and learning styles in Computing, using resources both indoors and outdoors. We encourage our children to apply skills to their everyday learning. During our lessons we encourage children to ask as well as answer questions and to discuss how they carry out tasks. They have the opportunity to use a wide range of digital resources. Whole class teaching is followed up with work in groups, with partners or individually to complete tasks and rehearse Computer skills they have learned or are developing. Wherever possible teachers provide equal access to the Computing curriculum by differentiating appropriately for all children, including supporting less able children and extending the more able.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in Computing according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment (as detailed in our SEN policy). Gifted and more able children will be identified and suitable learning challenges provided (as detailed in our Gifted and Talented policy).

RESOURCES

Children are taught how to use the equipment appropriately and independently. They have access to a range of Computer resources in order to develop the ability to select the appropriate tools for a task. Teachers use a diverse range of resource material to cater for all the needs of the children. Each child has their own access to the VLE in order to support their learning at home. Equipment is available to the pupils in a way that meets their curriculum needs. It is maintained and updated and newer technologies are sourced as required within the scope of the school budget.

CURRICULUM PLANNING

In the Foundation Stage, teachers follow the Foundation Stage Curriculum and children are expected to reach the Early Learning Goal in Understanding the World –Technology. The desired outcomes for pupils in the rest of the school are to develop the knowledge, skills and understanding as identified in the National Curriculum programmes of study in the aspects of Finding Things Out, Developing Ideas and Making Things Happen, Exchanging and Sharing Information and Reviewing, Modifying and Evaluating work as it progresses.

MONITORING AND EVALUATION

Planning is monitored regularly by the subject leader and is scrutinised annually by the subject leader in discussion with all teaching staff. Planning is to include all cross curricular work, whilst discrete lessons are delivered weekly to ensure all skills are taught.

ASSESSMENT, RECORDING AND REPORTING

The principles of AFL underpin our methods for formal and informal assessment. Effective assessment is achieved by;

- teacher observation whilst children are engaged in a practical activity to assess whether particular skills are being used
- on-the-spot comments by the teacher to a group or individual, to extend, limit or change direction of the given task
- formal assessment tasks
- pupils are given the opportunity to assess their own work and the work of their peers
- discussions with the child group or class. Plenary time is an ideal way of doing this
- teachers make notes to identify children who exceed or do not meet objectives

The implementation of these methods will inform the assessment of Computing.

Pupil progress throughout the year is monitored using Computer tracking sheets. Using this data, at the end of each year we can make a summary of each child's progress in a written report to parents/carers and to pass on to the next teacher in order to plan for the next school year.

Formal and informal meetings are held with parents/carers throughout the year to discuss progress.

CURRICULUM LINKS

Teachers integrate and apply Computer skills and knowledge within the framework of the creative curriculum where it is appropriate. Provision for this planning is made on creative curriculum Long Term Plans with referenced and relevant objectives.

LINKS TO OTHER POLICIES AND DOCUMENTS

Teaching and Learning Policy
E-safeguarding Policy
Assessment Policy
Special Educational Needs Policy

Inclusion Policy
Equal Opportunities Policy
Health and Safety Policy
Marking Policy
All curriculum policies