

English Martyrs Catholic Primary School



'A Learning Community in Christ'

Computing Policy

Introduction

At English Martyrs we recognise the role of 'Computing' in today's society. It is essential that all pupils gain the confidence and ability, which they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world.

Aims and Objectives

Our aim is to develop learners who are confident and effective generators of a range of technology. 'Computing' will enhance and extend learning throughout the school whilst developing motivation and a range of key skills.

Teaching and Learning

We recognise that all classes have children with widely differing abilities. This is especially true when some children have access to computing equipment at home, while others do not.

Therefore, the school is aware of the digital divide and recognise the need to provide equality of opportunity for all within the curriculum. We aim to provide suitable learning opportunities for all children, by matching the challenge of the task to the ability and experience of the child.

We can achieve this in a variety of ways, by:

- Setting common tasks which are open-ended, with a variety of responses
- Modelling steps to success providing clear success criteria
- Setting tasks of increasing difficulty/extension tasks
- On different occasions, pairing children of mixed ability to aid support, and matching pairs with a similar ability for extension opportunities
- Using TAs to support the work of individual children or groups
- Providing resources of different complexity that are matched to the ability of the child
- Providing opportunities out of class time for all children to access the technology appropriate for their learning, eg in Homework Club.

Our Curriculum and Planning

In line with our child-centred and connected curriculum, our children learn their skills in context and with many **cross curricular links**. Computing skills are clearly taught, with these skills embedded within our Cornerstones topic planning. This cross-curricular planning is enhanced by the 'Switched ON' scheme, which provides teachers with more detailed information to aid and structure their planning, thus ensuring rigour and progression of skills teaching.

As required under the new National Curriculum, in KS1 children need to be taught to:

- Understand what algorithms are and know that programs work by following instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In KS2 children need to be taught to:

- Design, write and debug programs that achieve specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively (like Google), appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.

Foundation Stage

Children enter school with a wide range of confidence. As the Reception Class is part of the Foundation Stage, we relate the Computing aspects of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS), which underpin the curriculum planning for children aged three to five. The children have the opportunity to use laptop and desktop computers, Smart boards, Bee Bots, cameras and recording technology. Other enhanced provision may be used as appropriate, and the Technology Management Team review and update our provision for the EYFS along with the rest of the school on an ongoing basis.

E-Safety

A filtered internet access is provided. It is designed to prevent any offensive and inappropriate material being viewed in school. Even so, children are made aware of the risks of the internet and are taught about e-safety throughout the school, as this is an integral thread to both our planning schemes. All staff and pupils must agree and sign to the 'Acceptable Use Policy', and there are child-generated 'E-Safety Rules' on display in the classrooms. There are special events to highlight this important area to the whole school community at least biennially, such as workshops and presentations for children and parent/carers, and further sources of advice are signposted to parent/carers on each of our newsletters.

Security

All computing equipment will be security marked and noted in the school inventory. Our technician will be responsible for ensuring that the anti-virus software is up to date. Any confidential information will need to be saved on password encrypted memory sticks provided by the school.

The use of 'Computing' will be strictly in line with the school's 'Acceptable Use Policy.' In KS2 the use of blogging and e-mails will be strictly monitored and the children will be made aware of any potential risks involved.

Teaching 'Computing' to Children with Special Educational Needs

We enable pupils to have access to the full range of activities involved and ensure that we have the relevant resources to support SEN children as deemed appropriate by individual needs assessment, such as touch screen technology, simplified keyboards, mouse controls, dictaphones and tablets.

Assessment, recording and monitoring

Teachers assess children's work by making informal judgements as they observe them formatively during lessons. Children's attainment in this subject and all other Foundation Subjects is reported annually to parent/carers as part of a written report.

The 'Computing' subject leader can access samples of the children's work through administration access to the network, and by sampling topic work. He/she/they may also conduct learning walks and/or pupil interviews, according to their action plan.

Resources

Our School Technology Management Team meet at least termly and review/update our resources on an ongoing basis, ensuring these continue to meet the changing needs of our pupils, curriculum and society as we interpret them. Due to the nature of technology in school a list of resources is not included here, as it is highly likely to change over time. We prioritise usability, functionality and value-for-money, which is why the management team comprises of individuals from the school's team with teaching, financial and technical expertise. The children are encouraged throughout the school to be as hands-on and independent in their learning as possible, and the need to learn the skills of caring for and respecting the

resources we are fortunate to have in school is emphasised. The security of our resources is risk-assessed and managed by our Technician.

Support for teaching and learning

The 'Computing' subject leader is responsible for:

- Monitoring the standards of the children's work.
- They will also look to support colleagues in the teaching of 'Computing' and keep them informed about current developments in the subject
- He/she will also provide a strategic lead and direction for the subject in the school.

Teachers report difficulties and problems with equipment directly to our 'Computing' Technician, using a log book.

Date: January 2015

To be reviewed: Spring 2017

Subject Leader: Steve McGinley

Subject Team: Suzanne Prince and Nessa Clarke