Thorpe Hesley Primary School

Computing Policy

Aims and objectives

Computers and technology are changing the lives of everyone. Through teaching computing at Thorpe Hesley, we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. As a school, we enable them to find, explore, analyse, develop, create, code and present information. We also focus on developing the skills necessary for children to be able to use information in an effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

The aims of Computing are to enable children:

* to develop computing capability and develop confidence when on the computer.
* to use technology for effective and appropriate communication
* to monitor and control events both real and imaginary
* to apply hardware and software to creative and appropriate uses of information
* to apply their computing skills and knowledge to their learning in other areas of the curriculum
* 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, confidentiality and accuracy whilst on computers or online.
* to learn how to be safe when using a computer and the internet.

Teaching and learning style

The aims of computing are to equip children with the skills necessary to use technology to become independent and safe learners. The teaching style that we adopt at Thorpe Hesley Primary School is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them in the creative curriculum we have in our school. So, for example, children might use a computer to present their work in different ways, use animation, or they might investigate a particular issue on the internet. Children who are learning about a unit in science might use the computer as a tool to analyse data. We encourage the children to explore ways in which the use of computers can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving the text within the screen. Although computing is taught within our creative curriculum, standalone computing lessons also take place, for example, coding work. All teachers in school use the computing curriculum to enhance their teaching and more importantly children’s learning.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to technological devices 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
* providing differentiated activities to enable children to access work at a suitable level
* setting tasks of increasing difficulty (not all children complete all tasks)
* providing children with opportunities to work in mixed ability pairs/groups in the room or setting different tasks for children of different ability groups
* providing resources of different complexity that are matched to the ability of the child

Computing curriculum planning

The school uses the National Curriculum and our creative curriculum as the basis for its curriculum planning.

Foundation Stage

We teach technology in the foundation stage in a cross curricular way as an integral part of the topic work covered during the year. ICT is associated within the Technology aspect of ‘Understanding The World’ in the EYFS.

Key Stage One and Two

We carry out the curriculum planning in computing in three phases (long-term, medium-term and short-term). The long term plans maps the computing topics that the children study in each term during each key stage.

Our medium term plans give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it.

The contribution of Computing to teaching in other curriculum areas

Within both KS1 and KS2, the curriculum should be covered primarily through day- to-day teaching and full integration with other subjects and cross curricular work, making use of the range of technology which is available within school.

Computers and computing skills contribute to teaching and learning in all curriculum areas. Many computing activities build upon the mathematical skills of the children, for example, using coding, databases and graphs supports work, while CD ROMs and the Internet prove very useful for research in all curriculum subjects. The coding aspects within the curriculum also provide many links to the literacy and wider areas of the curriculum. Animation and film making are also another example of how we use digital literacy throughout other curriculum areas. The computing curriculum enables children to present their information and conclusions in the most appropriate way and gives them the opportunity to communicate their ideas in different ways, thinking about the layout and presentation of their work, ensuring it is suitable to the task and audience.

Computing makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of computers and related devices.

**E-Safety**

E-Safety is a fundamental element of computing teaching and technology use at Thorpe Hesley Primary School. The school has a separate E-Safety policy, and E-Safety discussions take place regularly in each year group as part of the computing curriculum and whole school approach on the area. We have recently signed up to NOS (National Online Safety) and aim to gain an accreditation during the 2019-2020 academic year. Standalone e-safety lessons are completed once every half term and this offers opportunity for class discussion.

Inclusion

At our schoolwe teach the computing curriculum to all children, from Foundation Stage 1 to Year 6. Computing forms part of the school curriculum to provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

Children who have an Education Health and Care plan (EHCP) may require an Individual Education Plan (IEP) for their special educational needs. The IEP may include, as appropriate, specific targets relating to computing. In some instances the use of computers has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable children with special educational needs to learn more effectively. This ensures that our teaching is matched to the child’s needs.

Learners with English as an additional language (EAL) are given support to develop language and to access the computing curriculum. Contexts for learning are relevant, motivating and culturally inclusive.

Assessment and recording

Teachers assess children’s work in computing by making informal judgements as they observe them during lessons. Teachers judge progress made by children against the learning objectives for their lessons. The teacher then uses this information to plan future work for pupils. The teacher makes termly assessments of progress for each child, as part of the child’s annual report to parents. We pass this information on to the next teacher at the end of each year, informing the teacher whether children are working above, below or at expected attainment in the subject.

The subject leader keeps samples of the children’s work in a portfolio, both paper based and electronic examples. This demonstrates the expected level of achievement in computing for each age group in the school.

Resources

At the infant site, each classroom contains an interactive whiteboard and at least 3 computers. Each computer in school is linked to the internet and the school server. We also have a projector in the hall. We keep resources for the computing curriculum, including software in a central store.

At the junior site, the school has one laptop available in every classroom. In addition, all classrooms are equipped with interactive whiteboards. The meeting room also contains an interactive whiteboard. There are four banks of portable laptops in school which are timetabled for classes to use throughout the week. The school has internet access for all computers with wireless capability. We keep resources for the computing curriculum, including software, in a central store.

All classrooms within school have access to an iPad. The iPads document learning, give opportunity for children to use a range of devices and they are also linked to the school’s social media accounts.

Hardware

* colour printers
* IWB in all classrooms
* visualisers in all classrooms
* ipad
* visualisers for animation work
* programmable toys
* laptops

Software

* Desktop publishing package which includes spreadsheets/database programmes / painting /drawing software;
* Word processing package;
* multimedia packages;
* control & monitoring programmes and hardware;
* animation programmes:
* CD-ROMs.
* Interactive Teaching Resources
* Music composition package
* Simulations

We have an ICT technician who visits school every week for a full day. Staff record their related concerns in a book that is centrally stored. The ICT technician is responsible for all ICT technical problems and regularly liaises with the subject leader.

Monitoring and review

The monitoring of the standards of the children’s work and of the quality of teaching in computing is the responsibility of the subject leader. The subject leader is also responsible for supporting colleagues in the teaching of the subject, for keeping colleagues informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher and assistant head regular feedback, in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has, where possible, extra time for carrying out the vital task of reviewing samples of the children’s work and for visiting classes to observe and support the teaching of computing within the school.

**Health and Safety**

Children are taught how to sit correctly at the computer and know the rules for using the laptops and computers in school. They are aware of safety procedures when using computers and the internet. Secure firewalls are provided by RGFL. Please see the E-Safety policy with regards to staying safe whilst using the computer.

**Social Media**

At Thorpe Hesley Primary School, we pride ourselves on sharing images and updates with our families on social media. The school has Facebook, Instagram (EYFS) and Twitter accounts. Staff are encouraged to share updates with the community and families. Permission has been granted by parents in order for children to be posted on social media accounts; parents are allowed to opt out of this if they wish.

At Thorpe Hesley Primary School, staff are asked to remain professional at all times on social media and to refrain from posting things that would be deemed unacceptable. Teachers sign an agreement within school every academic year.