

Computing Policy Wootton St Peter's

"The People That Have Really Made The Contributions Have Been The Thinkers And The Doers."
Steve Jobs



National Curriculum Overview	
Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish 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, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) 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 and contact.

Computing

Technology is an integral part of everyday life. At Wootton St Peter's CE Primary School, we prepare our children for a future in an environment which is shaped by technology. We aim to develop confident, independent learners who plan, design, create, program and evaluate information through the use of ICT. As well as the benefits of ICT we are also aware of the risks, therefore we prepare our children to stay safe online through a robust Online Safety Curriculum, as well as promoting online safety through the annual Safer Internet Day. At Wootton St Peter's Primary we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever-changing technological world.

We recognise that children are living within an increasingly technological world and aim to develop confidence and knowledge in this area. Computing skills are taught and practised within discrete sessions so that they can be applied across the curriculum to enhance other subjects. Alongside the computing curriculum, aspects of Online Safety through the PSHE curriculum are taught. As children leave primary school, we aim for children to transfer this knowledge and have the confidence to implement these skills in everyday situations.

Every class has access to a range of IT equipment including Chromebooks and iPads. We encourage staff to incorporate technology throughout the wider curriculum and use these skills to research and present writing in a variety of ways. Each class has access to an Interactive Whiteboard, and teaching is delivered using this technology. Skills are covered through a two-year rolling programme to ensure that children are taught the appropriate skills to support their development. Pupils use a range of technology to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future.

THE ROLE & RESPONSIBILITIES OF THE COMPUTING LEAD

The role of the subject leader is crucial in developing computing teaching, learning and resources across the school so as best to support teachers, motivate pupils, monitor progress and achieve consistently high standards.

Strategic Direction and Development of Computing

- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- To have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- To monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

Monitoring Teaching and Learning

- To use your own class as an example of high-quality teaching and learning in the subject;
- To ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives through an agreed scheme of work, developed in line with the school development/improvement plan;
- To establish clear targets for achievement in the subject and evaluate progress using appropriate assessments and records and regular yearly analysis of this data;
- To evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- To develop effective links with the local community including parents, business and industry;
- To ensure that teachers are aware of the implications of equality of opportunity which the subject raises.

Leading and Supporting Staff

- To enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high-quality professional development opportunities;
- To ensure that the head teacher and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.

Effective Deployment of Resources

- To support the headteacher by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- To support the headteacher by maintaining efficient and effective management of the expenditure for the subject;
- To help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- To take on any additional responsibilities which might from time to time be reasonably determined.

TEACHING & LEARNING OF HISTORY AT WOOTTON ST PETER'S CE PRIMARY SCHOOL

At Wootton St Peter's Primary School we believe that Computing and the use of ICT is central to the education of all children. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks. Pupils are encouraged to develop a confident and safe approach to Computing and the use of ICT, with the understanding of the capabilities and flexibility of their resources. With the knowledge that Computing and ICT will undoubtedly continue to form a major part in the children's life at home, in

further education and places of work, we ensure the Computing and ICT experiences and abilities that the children are equipped with at Wootton, are effective and transferrable life skills.

CURRICULUM PLANNING

Our school uses the National Curriculum in England 2014 Framework for Computing as the basis for its curriculum planning. Medium Term Plans are developed with a range of technologies in mind and we aim to use computing to support and link to the creative curriculum where appropriate. The approach of the school is to pro-actively identify and incorporate Computing into topic areas (themed from our class texts). It is important to give children the opportunity to use a variety of hardware and programmes/apps. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the computing curriculum means that the children are increasingly challenged as they move through the school. Long-term plans identify when the different areas and skills of the National Curriculum in England 2014 taught across the year group phases and follow a two-year cycle. Computing is taught by individual class teachers who take responsibility for planning, resourcing and delivering the computing curriculum.

EARLY YEARS FOUNDATION STAGE

We follow the guidelines set out in the Technology section of the Understanding the World criteria in the Early Years Foundation Stage Framework. The criteria underpins our curriculum planning and we continually provide technology based activities for the children in order to enhance their confidence using technologies.

SPECIAL EDUCATIONAL NEEDS

We teach computing to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Different technologies are used to allow children with special educational needs to have access and contribute to lessons

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Within computing lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on evaluate their ability to work together and to discuss how their communication had an effect on their learning. The cultural and social impact of computing and digital technology are made clear in the ability to share, add to and create content in a connected way with others.

ASSESSMENT & RECORDING

Teachers assess children's work in computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. When appropriate, computing work is saved on the school network. Other work may be printed and filed within the subject from which the task was set. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Individual teaches are responsible for the standard of children's work and for the quality of their teaching in computing. Teachers and phase teams work collaboratively to support each other in the teaching of computing, understanding and applying current developments in the subject and providing direction for the subject in the school. Team phases should evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.