

# WITTERING PRIMARY SCHOOL



## Computing Policy

**Date Of Agreement: April 2023**

**Signed:**

**Proposed Review Date : September 2025**



# Wittering Primary School

## Computing & Information and Communication Technology (ICT) Policy

### 1 Aims and objectives

**1.1** Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information, whilst critically exploring both old and new technology. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

**1.2** The aims of Computing are:

- To provide all pupils and staff with the opportunities to develop their Computing capabilities.
- To allow pupils and staff to gain confidence and enjoyment from their Computing activities and to develop skills which extend and enhance their learning throughout the curriculum.
- To develop pupils awareness of the use of computers not only in the classroom, but in everyday life.
- To develop Computing capability in finding, selecting and using information;
- To use Computing 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 develop logical thinking and problem solving.
- To apply their Computing skills and knowledge to their learning in other areas;
- 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, to learn about issues of security, confidentiality and accuracy, especially in light of UKGDPR legislation.

### 2 Teaching and learning style

**2.1** As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times children will be given direct instruction on how to use hardware and software, the main emphasis of our teaching in Computing is for children to use a range of software and hardware to facilitate studying across the curriculum. Children will be encouraged to explore ways in which the use Computing can improve their work. Children should be equipped with the skills necessary to use technology to become independent learners.

This should be achieved by:

- Assisting the pupils to use Computing with purpose and enjoyment.
- Assisting the pupils to develop the necessary skills to make full use of Computing.
- Encouraging the pupils to become autonomous users of Computing.
- Helping the pupils to realise the benefits of Computing both inside and outside school.

- Meeting the requirements of the National Curriculum as fully as possible and helping the pupils achieve the highest standards of achievement.
- Using Computing to develop partnerships outside the school.
- Celebrating success in the use of Computing.

Effective teaching will need:

- A planned approach to extend the learning activity as an integrated part of the curriculum.
- Give pupils a clear objective when using the internet.
- Pupils to use suitable sites.
- To ensure supervision of pupils when using the internet.
- Access to equipment enabling safe and secure use of the internet.

**2.2** We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing equipment 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 by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks for each ability group as appropriate.
- Providing resources of different complexity that are matched to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

### **3 Computing curriculum planning**

**3.1** The school uses Teach Computing curriculum plan based on the outcomes of the National Curriculum.

**3.2** We carry out the curriculum planning for Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the Computing topics that the children study in each term during each key stage. The Computing subject leader reviews the necessary units from the Teach Computing Curriculum and E-Safety Curriculum in conjunction with teaching colleagues in each year group, and the children often study Computing as part of their work in other subject areas. Our long-term Computing plan shows how different Computing areas are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

**3.3** 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 Computing subject leader is responsible for keeping and reviewing these plans.

**3.4** The class teacher is responsible for writing the short-term plans, using the Teach Computing Curriculum. These termly/weekly plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the Computing subject leader often discuss them on an informal basis.

**3.5** The topics studied in Computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

#### **4 Foundation Stage**

**4.1** We teach Computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and a digital camera. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

#### **5 The contribution of Computing to teaching in other curriculum areas**

**5.1** Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while the Internet proves very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way.

##### **5.2 English**

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet. They learn how to improve the presentation of their work by using desk-top publishing software. There is also a variety of software that targets specific reading, grammar and spelling skills. The area of Multimedia also links in very well with Visual Literacy.

##### **5.3 Mathematics**

Many Computing activities build upon the mathematical skills of the children. Children use Computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places. Children also learn valuable problem solving skills which can be applied to debugging.

##### **5.4 Personal, social and health education (PSHE) and citizenship**

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 and e-mail. Children are also taught how to stay safe while using the internet and how to report anything that makes them uncomfortable.

#### **6 Teaching Computing to children with special educational needs**

- 6.1** At our school we teach Computing to all children, whatever their ability. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing 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. Specialist access software and hardware will be available to those pupils with special educational needs.
- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3** Individual plans will be written for 1:1 children who need an individualised curriculum. This will be done if a pupil is unable to access differentiated tasks based on the classroom plan.
- 6.4** We enable pupils to have access to the full range of activities involved in learning Computing. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment and recording**

- 7.1** 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 it and comments as necessary. The subject will be commented on in each teacher's daily diary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment, and records these attainment grades on a RAG rating form. The RAG rating form will be completed by teachers at the end of each term. This will then be passed on to parents in the form of a yearly report.
- 7.2** Where appropriate the Computing subject leader keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in Computing for each age group in the school.

## **8 Security**

- 8.1** All networked computers, including laptops and tablets, have filtered internet access. All staff should review and evaluate resources available on web sites appropriate to the age range and ability of pupils being taught.

The school's computers should not be used at any time for downloading, copying or storing illicit or offensive material,

All users of the network must be aware that their user areas and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy may be removed.

## **9 Resources**

**9.1** Our school has laptops and Chromebooks available throughout the school and tablets are available for the foundation stage. The school has Internet access for every computer and WiFi is available throughout the school. Each teacher also has access to an iPad, which can be used with the children for lessons.

**9.2** The school is rationalising its use of software to strengthen skills development in computing.

## **10 Monitoring and review**

**10.1** The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader. The Computing subject leader is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Computing subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of Computing.