

ASHGATE CROFT SCHOOL

COMPUTING POLICY

Approved by Curriculum & Progress Committee meeting: 30th March 2017

Minute No.: 19.4/17 (C/P)

To be reviewed by: A Barrett Spring 2019

Introduction

Purpose

The purpose of this policy is intended to ensure that across the school the teaching of computing is taught consistently and that progression can be made for all learners.

It is part of the Early Years Foundation Stage statutory framework to teach technology as part of 'understanding the world', but they are not required to teach computing. It is a National Curriculum requirement to teach the computing curriculum in KS1 (Year 1, Year 2), KS2, KS3 and KS4. The teaching of Computing is approached in a practical, child-centred manner. It enables our pupils to learn about and develop a degree of control over their environment through the use of technology and ICT. Computing also provides a tool to enable access to and support learning in other subject areas. Computing also encompasses communication across the school and therefore this document should also be read in conjunction with the Communication Policy.

The National Curriculum in England: Computing programmes of study states that:

- 'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world'.
- The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.
- Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.
- Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Ashgate Croft School we have planned our Computing curriculum, to ensure all areas of the curriculum are covered, by splitting the curriculum in to 3 areas (Digital Literacy, Computer Science and Information and Communication Technology).

Aims of the Computing Curriculum

- That all staff know what the computing curriculum is and that it is split into 3 areas (Digital Literacy, Computer Science and Information and Communication Technology).
- To enable pupils to fulfil their potential across all 3 areas of the curriculum.
- To develop pupils' ICT skills with a range of resources and technologies including the IWB, IPADS, Digital Cameras, switches and switch equipment.
- To provide meaningful experiences for all pupils to encourage and motivate exploration of ICT.
- To provide appropriate tools for all pupils to access the curriculum.
- To practise and generalise skills needed to use ICT.
- To develop control and independence for pupils through using ICT.
- To provide pupils with access to relevant and up-to-date technology and associated equipment, software and advances in ICT.
- To provide opportunities for pupils to learn and practice skills, accessing all topics at an appropriate level.
- To provide a rich variety of learning experiences and relevant activities for their age and ability.
- To use ICT and associated technology with confidence, understanding and maximum independence.
- To provide opportunities for pupils to explore different media and increase awareness of what ICT can do and what is available.

PROCEDURES AND PRACTICE

Teaching

Planning

Each department has a long term plan in place for computing. Teachers are responsible for completing a Medium Term Planning sheet each term and a Short Term Planning sheet electronically for each week on the school format. Staff receive termly feedback on Medium Term Planning from the Computing co-coordinator.

How Computing is taught

- Computing is taught for 40 minutes each week in all 3 departments.
- Computing is taught through practical sessions and includes a wide variety of technology and software loaded on machines and through the internet.
- ICT is used to assist in the teaching of all other curriculum areas. It is a subject which can enhance teaching as well as motivate pupils and support learning. ICT links should be planned for in other subjects and supported by the subject leader.

KS1, 2 and 3 classes follow the Ashgate Croft computing scheme of work, which encompasses equals and Wokingham computing schemes of work. KS4 and 5 classes are currently following the primary Wokingham Computing curriculum and equals schemes of work.

EARLY YEARS FOUNDATION STAGE (EYFS): Early Years pupils follow the rolling programme for the Primary School curriculum. In the statutory framework for the early year's foundation stage, the specific areas are literacy, maths, understanding the world and

expressive arts and design. Computing is embedded within 'technology' which is part of the understanding of the world specific area. A quote from the EYFS framework pg 11 '**children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes**'; this is evident in our primary SOW. (Appendix A)

PRIMARY DEPARTMENT (Key Stages 1 & 2): It is a National Curriculum requirement to teach computing at Key stages 1 and 2. With the new computing curriculum, computing can be used as tools to assist other lessons i.e. to produce a poster for the current topic primary are following.

MIDDLE DEPARTMENT (Key Stage 3): It is a National Curriculum requirement to teach computing at Key Stage 3. Where appropriate and accessible pupils follow aspects of the National Curriculum KS3 computing curriculum i.e. when discussing safety topics.

UPPER DEPARTMENT (Key Stages 4 & 5): It is a National Curriculum requirement to teach computing at Key Stage 4. As the upper school department follow the OCR accredited subject units, Computing is taught one lesson per week. Where appropriate and accessible pupils follow aspects of the National Curriculum KS4 computing curriculum i.e. when discussing online safety topics.

Online - Safety

Where appropriate Online-Safety is taught through each key stage of the school. For pupils following the sensory curriculum or those working at the p levels (P1i – P8) it is not felt appropriate to teach Online-Safety (see appendix B). Online-Safety resources and ideas are put on the school system for staff to use and add to as a working resource bank.

Please see the Online-Safety policy.

Assessment and recording

- Pupils' achievements are assessed throughout each lesson. On completion of a piece of work the levels of help needed are recorded.
- Photographs or video are also taken to record individual success.
- Computing moderation takes place throughout the year with teachers levelling work and the subject leader moderating levels. Computing moderation also takes place in a whole school staff meeting as part of a rolling programme and county wide when appropriate.
- Assessment of individual attainment in Computing is via 'P' levels and the National Curriculum and this assessment data is correlated at the end of the year using B squared levels.
- Attainment in Computing is focussed on within the Assessment and Progress Report as one of the core subjects.
- Parents and carers are informed of pupil's progress via Annual Reports, the Home/School Diary and formally at Parent's Evening.

Role of the Subject Leader

- To keep up to date with government initiatives related to Computing.
- To work with Assistant Heads to discuss support they may need and resources required in each department.
- To work with the Middle school assistant head who is the line manager of Computing.
- To work with the online safety co-ordinator.
- To work with the online safety group (Which comprises of the deputy head, school business manager, assistant head and a governor)
- To monitor teacher medium term and short term planning for Computing across the school.
- To moderate pupils work and hold moderation meetings.
- To support teachers in ensuring Computing is delivered effectively across the school, this may include peer observations of/shadowing good practise.
- The Subject Leader is accountable but does not have the responsibility for the overall progression and continuity of Computing.
- The Subject Leader should support teachers to ensure all pupils make at least good progress within the subject.
- For sourcing and purchasing of new resources together with maintaining an up-to-date audit list.
- For being a source of knowledge for the school and for offering help and advice. To provide appropriate in-house or source external training for staff.
- To line manage the Computing Teaching Assistants.

Parental Involvement

- Parents are made aware of topics to be covered at the beginning of each term and asked if they are able to contribute any knowledge or artefacts.

Monitoring

- The subject Leader will monitor and track pupil progress alongside the Deputy and Assistant Headteachers.

Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs. The school policy on Equal Opportunities should be consulted. All teachers are aware of the difficulties some pupils may experience in Computing and pupils should be provided with appropriate technology to enable them to access the curriculum according to the needs.

Children's Rights

Within Computing the Children's Rights which are developed are:

Article 7 - Every child has the right to a birth registration, name, nationality and care.

Article 12 - Children have the right to say what they think.

Article 13 - Every child has the right to freedom of expression.

Article 14 - Every child has the right to freedom of thought, belief and religion.

Article 23 - Children with disabilities are provided support to participate.

Article 28 - The right to education.

Article 29 - The right to develop every child's personality, talents and abilities to the full.

Article 31 - The right to leisure play and culture.

Monitoring of the policy

Monitored by Jenny Dodd's (Deputy Head teacher)

Teachers MTP will be monitored by Alexandra Barrett each term.

Appendix A: EYFS Framework

([http://www.foundationyears.org.uk/files/2014/07/EYFS framework from 1 September 2014 with clarification note.pdf](http://www.foundationyears.org.uk/files/2014/07/EYFS_framework_from_1_September_2014_with_clarification_note.pdf))

Appendix B: Bsquared National Curriculum 2014, Introduction to our new computing assessment – page 3 e-safety paragraph stating how E-safety has not been broken down in the P levels.

(www.bsquared.co.uk/downloads/site/downloads/documents/New%20Computing%20Assessment.pdf)

UN conventions document.