Computing (ICT) Policy

Introduction

Computing is changing the lives of everyone. 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. 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.

The aims of Computing teaching

To enable children:
- to develop Computing capability in finding, selecting and using information;
- to develop children's understanding of how to keep safe on-line and whilst using a range of computing devices and technologies;
- to use Computing for effective and appropriate communication;
- to monitor and control events;
- 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;
- 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.

Teaching and learning style

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 we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in COMPUTING is for individuals or groups of children to use computers to help them in whatever they are trying to study. For example, children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of COMPUTING 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 text about etc.

COMPUTING Curriculum Planning

The school uses the Hertfordshire Computing scheme version 4 as the basis for its curriculum planning.

Early Years Foundation Stage (EYFS)

We teach Computing in the nursery and reception classes as an integral part of the topic work covered during the year. As they are part of the EYFS we relate the Computing aspects of the children's work using the themes as set out in the Hertfordshire Computing scheme.

The contribution of Computing to teaching in other curriculum areas

Computing contributes to teaching and learning in all curriculum areas and at Roebuck we try and incorporate the teaching of Computing into all areas of the curriculum as well as ensuring there are opportunities for children to develop their Computing skills in discrete Computing lessons. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while CD the Internet is used for research in Topic subjects. Computing enables children to present their information and conclusions in the most appropriate way.

English

Computing contributes 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, in line with the school's Internet policy. They learn how to improve the presentation of their work by using desktop publishing software.

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.

Personal, Social, Health and Citizenship Education (PSHCE)
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. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of Computing, and they also gain a knowledge and understanding of the interdependence of people around the world.

Differentiation
At Roebuck Primary School and Nursery we teach Computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in Computing, we take into account the children's targets.

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.

Assessment and Record Keeping
Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. At least once a term, on completion of (a piece of work) an integrated task, the teacher marks the task and comments as necessary. The Teacher then completes a spreadsheet highlighting the age/ stage that the children in the class have achieved during the units of work taught. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

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.

Resources
Our school has a designated media room with 30 machines linked to the CC4 network. The school has 48 i-pads.

The Computing subject leader is responsible for keeping an inventory of resources, both hardware and software which is kept in the subject leader's file.

eSafety in the Curriculum
Computing and online resources are increasingly used across the curriculum. We believe it is essential for eSafety guidance to be given to the pupils on a regular and meaningful basis. eSafety is embedded within the Herts Computing scheme version 4 ,and teachers continually look for new opportunities to promote eSafety to the pupils when they use Computing resources in the school. Educating pupils about the online risks that they may encounter outside school is done informally when opportunities arise and as part of the eSafety curriculum. Pupils are taught about copyright, respecting other people's information, safe use of images and other important areas through discussion, modeling and appropriate activities. Pupils are aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying.

The school disseminates information to parents relating to eSafety where appropriate in the form of; Information evenings, Posters, School website information and Newsletter items.

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 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 Leadership Team an annual summary report in which she evaluates the strengths 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.

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