

Ellington Primary School



Computing Policy Statement

Introduction

Computing at Ellington Primary School is about preparing pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and without discrimination. The National Curriculum states 'Computing 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.'

Aims of Computing at Ellington Primary School

At Ellington Primary School we hope to:

- enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their computing activities
- provide children with opportunities to develop their computing capabilities across the curriculum
- ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- provide a safe computing environment

Objectives

To provide a wide range of experiences and tasks appropriate to the needs of the children, so allowing them to develop:

- an understanding and application of the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- ways in which to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- their understanding of how to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- their skills at being responsible, competent, confident and creative users of information and communication technology

Subject Content

Our computing content is based on the National Curriculum. See Curriculum Overview (Appendix 1) and the content is mapped out on our Progression of Skills document for EYFS (Appendix 2) and Progression of Skills document for KS1 and KS2 (Appendix 3) .

Special Educational Needs and Higher Attainers

- Teaching needs to meet the needs of all children
- Children with special educational needs need to have differentiated activities and equipment which allows them to access the curriculum fully and make progress
- The planning should clearly indicate the objectives these children are working on
- Planning should be sufficiently differentiated to cover their needs
- Practical resources will be available to all children, including those needing specialist equipment as outlined in their EHCP or reports from specialist organisations that support them with their needs e.g. occupational therapist.

Early Years Foundation Stage

In the EYFS setting children recognise that a range of technology is used in places such as homes and schools. They are encouraged to select and use technology for particular purposes.

Planning

Planning in Computing is a process in which all teachers are involved to ensure that the school delivers full coverage of the current National Curriculum and Foundation Stage. Teachers adhere to the progression of skills document when planning lessons to ensure progression between year groups (Appendix 2 and 3). Teachers adapt and modify planning to suit the children's needs, their style of teaching, use of support staff and resources available.

Teaching and Organisation

Computing is taught in a way so that the pupils can become independent learners; the teaching style that we adopt is as active and practical as possible. 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:

- Modelling by the teacher
- 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 and in mixed ability groups
- Providing resources of different complexity that are matched to the ability of the child

Teaching Assistants

Time should be set aside prior to the lesson to discuss with the teaching assistant the learning objectives, the activities and their role in the children's learning. Teaching Assistants should be used to support the learning of children throughout the whole of the computing session. During the lesson they can: support a child/ group to ensure good understanding of objective being taught. Teaching Assistants need time at the end of the session to discuss the work of the child/children they have supported with the teacher.

Classrooms and Display

Display highlighting how to use computers and the internet safely should be present in all classrooms. Displays, wherever possible, should demonstrate cross-curricular links to reinforce learning in all curriculum areas.

Health and Safety

Pupils will be taught to use computing equipment safely. Teacher and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. Pupils will be reminded of good posture whilst using computers and simple stretching exercises after 30 minutes of using the computers to ensure muscles become relaxed and eye muscles become focussed on a long distant image to prevent eye strain.

Assessment

Formative assessment will be collected throughout computing lesson/topic. Grades of WTS (working towards), EXS (expected), GDS (greater depth) will be given.

Marking and Feedback

Good feedback should:

- Praise the child
- Celebrate success of children through rewards and celebration assemblies
- Explain what the child has done well and what they have achieved/learned
- Extend the learning that has already taken place through questioning
- Clarify any misconceptions
- Be a dialogue between the teacher and the child
- Provide an opportunity to assess a child's progress and inform assessment and planning

Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in computing through:

- Monitoring and evaluating pupil progress
- Analysing data
- Ensuring breadth and balance of the curriculum is achieved
- Taking the lead in policy development
- Supporting colleagues in their continued professional development (CPD)
- Purchasing and organising resources
- Reporting to governors and senior leadership team
- Providing guidance, support and training for parents and carers
- Keeping up to date with recent curriculum developments

Computing Policy

Revised: April 2020

Date of next review: Sept 2022