



Longhill Primary School

Computing Policy



Reviewed by: C Failey, Autumn Term, 2018
Date Agreed by the Quality of Teaching Team:
Date of Report to the SIMC and minute number:
Date of Next Review:

This policy should be read in conjunction
with the following policies:
e-Safety and Acceptable Internet Use and Marking

Longhill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CONTENTS

SECTION		PAGE NO.
1	Introduction	3
2.	Aims	3
3.	Curriculum Statement	3
4.	Objectives	3
5.	Organisation	4
6.	Role of the Co-ordinator	4
7.	Role of the Headteacher	4
8.	Role of SMT	5
9.	Role of Class Teacher	5
10.	Assessment for Learning	5
11	Cross Curricular Links	5
12	School Specialism in Media	5
13.	e-Safety	6
14.	Thinking Skills Links	6
15.	SEN and Able and Talented	6
16.	Equal Opportunities	6
17.	Every Child Matters School Policy Statement	6

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Computing Policy

1. Introduction.

Computing refers to the use of digital systems to allow children to become digitally literate in using technology to present information and create programs. Computing replaces what was previously known as Information and Communications Technology (ICT) to allow for a bigger focus on computer science, in which pupils are taught the principles of how digital systems work and how to use this knowledge when programming. Our primary aim is to embed computing in a cross curricular way and to integrate it in all areas of the curriculum. Allowing children this access to technology will ensure that children become proficient in using it and have the creativity to understand the importance of technology in the ever-changing world.

2. Aims

- To stimulate pupils' awareness and interest of modern-day technologies
- Achieve a sense of ease within pupils throughout their use of technology
- Help pupils foster a positive attitude to the use of technology
- Allow pupils to compare the use of technology with "more traditional" methods
- Allow pupils to evaluate their own performances and that of the technology
- Develop computational thinking and resilience in problem solving
- Develop computing capability, including their knowledge and understanding of the importance of information and of how to select and prepare it for a chosen audience
- Develop an ability to apply aspects of computing to support their use of language and communication and their learning in all other areas
- To prepare for life in the 21st century.
- To be aware of how to stay safe when using the internet and technology and how to report E-Safety concerns.

3. Curriculum Statement

We aim to provide rich and varied contexts for pupils to acquire, practice, develop and apply knowledge, skills and understanding. We aim to foster independence to enable them to think creatively and critically, to solve problems and make a difference for the better.

Our objectives are that the pupils will be able to:

4. Objectives.

- Use a variety of technology with confidence at an appropriate level
- Make informed choices as to when the use of technology is more appropriate than the use of conventional methods
- Produce documentation which is audience sensitive whilst justifying their choices
- Show sustained improvement in their subject knowledge, understanding and skills
- Have the courage to experiment and to be resilient when reaching errors or problems.

5. Organisation

The objectives will be implemented by the class teacher and monitored termly by the computing co-ordinators.

6. Role of the Co-ordinator

i) Monitoring

- ♦ Monitor planning
- ♦ Reviewing samples of children's work.
- ♦ Classroom observations.

ii) Auditing

- ♦ Auditing resources and proposing acquisitions.

iii) Meetings

- ♦ Leading discussions at Staff Meetings or during INSET sessions.

iii) Liaison

- ♦ Liaising with class teachers and advising, as appropriate.
- ♦ Action planning in conjunction with the Headteacher and Senior Management Team.
- ♦ Liaising with ICT Consultant in regards to planning for Continuous Provision as well as moving forward with technologies
- ♦ Liaising with Safeguarding Coordinator to develop online safety within the school.

iv) Staff Development

- ♦ Leading staff development by monitoring National, County and other publications.
- ♦ Distribution of development material to Year Groups.
- ♦ Reviewing progress towards achieving individual, group, class and whole academy targets.
- ♦ Ensure that all staff are trained with up to date material for online safety.

7. Role of Head teacher

- To monitor the curriculum and evaluate the provision of the Computing Curriculum.
- To monitor the school's websites

8. Role of SMT

- To monitor the curriculum and evaluate the provision of the Computing Curriculum.
- To monitor the school's websites

9. Role of class teacher:

- To provide opportunities to use technology to enrich the curriculum daily
- To teach Computing skills to all pupils
- To differentiate Computing so that all pupils can access it at their own level.
- To assess pupils' learning within Computing using the end of Unit assessments.
- To promote cross-curricular use of technology through inclusion in short term plans.
- To teach online safety to all pupils

10. Assessment for learning

Teachers will assess children's work in Computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Children are encouraged to make judgements about how they can improve their own work. This can be documented by using the Class Evidence Booklet as well as using the Hour of Code assessment records. Teachers should complete the unit assessment document accordingly each term.

11. Cross Curricular Links

Computing is now embedded in all areas of the curriculum and will be evident in all areas of the curriculum. Children will have access to Computing in Continuous Provision. KS2 will work with the ICT Consultant for Continuous Provision sessions.

12. School Specialism in Media

Longhill Primary prides itself in its use of ICT within media to promote and develop a higher level skill set in order for the pupils to be 'work ready'. Pupils who attend Longhill Primary School will be encouraged to use Office 365 to develop their understanding of the real life applications of computing. They will contribute to a school-wide blog to develop an understanding of appropriate language for internet use. LHTV (Longhill TV) will be used to drive and promote excellence in the real life use of computing and will aim to showcase a wide range of curricula.

13. E- Safety

The National Curriculum programme for ICT at Key Stages 1 to 4 makes it mandatory for children to be taught how to use ICT safely and securely. Together these measures form the basis of a combined learning strategy that can be supported by parents, carers, and the professionals who come into contact with children.

Educating young people in the practice of acceptable use promotes responsible behaviour and builds resilience. Personal, Social and Health Education (PSHE) lessons can also provide an opportunity to explore potential risks, how to minimize these and to consider the impact of our behaviour on others. ([WSGFL](#))

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Class teachers will share the CEOPS resources with children to appropriately discuss the importance of online safety. This will be used to direct the children in the right place for reporting incidents which will in turn enable children to know how to keep themselves safe. The Computing Co-ordinator and the Safeguarding Co-ordinator will liaise with parents to keep them up-to-date on online dangers.

We follow the WSGFL_Acceptable Use Policy.

14. Thinking Skills Links

Through the use of ICT within the federation we believe the children can be:

- Independent
- Collaborative learner
- Creative
- Reflective
- Achieving

15. S.E.N and Able & Talented

Opportunities are provided for S.E.N. pupils to use technology to assist with their learning, through the use of adult support and specific software packages. Devices exist to enhance the use of technology by visually or audibly impaired people and should be utilised if and where appropriate.

16. Equal Opportunities

All pupils will have equal access to the Computing Curriculum regardless of race, gender, ability or Special Needs.

17. Every Child Matters School Policy Statement

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.

