LONG SUTTON COUNTY PRIMARY SCHOOL
COMPUTING POLICY

Introduction

This policy outlines the teaching, organisation and management of Computing taught and learnt at Long Sutton County Primary School. We believe that Computing is the cross-curricular tool of learning and communication and is about children being equipped with skills for life.

This policy relates to children in Key Stage 1 and 2. Children in the Foundation Stage will follow the Early Learning Goals which can be found in the EYFS policy. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Our Aims

The national curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Curriculum Entitlement

The following teaching and learning techniques will be utilised when using technology in the lesson:

- Computing will be taught as both a discrete subject and across the curriculum
- Teachers will use a range of different teaching styles to be able to deliver the Computer Programming curriculum e.g. small groups, partner work, whole class and individual work
- Provision will be made for differentiation to ensure all students have access to the Computing curriculum
- Staff will meet regularly to monitor and evaluate the use of technology within the school, to ensure it is meeting the students', curriculum and other school needs and requirements
- The school language for learning strategies should be in place to encourage independent learning and promote the use of relevant vocabulary, according to whole school practice
- The use of mini plenary sessions could be utilised to be able to assess the students' progress in the lesson
- Students' work will become increasingly interactive and shared learning will take place with the development of the use of Blackberries/IPads by both teachers and students
- Students will have the opportunity to learn and share using a wider variety of technology including apps for control, programming, book creating, movie development, sound recording and image editing.

In Key Stage One pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug a simple program
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve content
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about content or contact on the internet or other online technologies

In Key Stage Two pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Special Educational Needs

All students have access to a broad and balanced curriculum that:

- is rich and varied, challenging and inspiring
- offers learning experiences of the highest standard possible, irrespective of gender, ethnic background, age or disability
- takes account of unequal starting points
- the ICT equipment will allow all children to have access to the curriculum regardless of their gender, ethnic background, age or disability

Resources

All children will have access to Computing Programming lessons and the use of ICT in other subjects that deliver:

- breadth of knowledge relevant to the interests and needs of the children
- depth of understanding
- progression in skills to be taught and knowledge to be learned
- a continuity of activities that make increasing demands on children to apply their previous knowledge and understanding of other subjects

Assessment and Recording

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Children's work is kept in their books and/or online, and teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy). Reporting to parents occurs annually with a written report and through twice yearly meetings.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017 Review – May 2019

Rachel Taylor
Computing Subject Leader