



Computing Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2019

Computing at Twyford C of E School

Computing is concerned with the storage, processing, presentation and communication of information by electronic means. This includes the measurement, modelling and control of external events. Computing continues to evolve very quickly and has now become firmly entrenched in many aspects of everyday life, both at home and in the workplace.

As Computing underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of Computing will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

Aims

At Twyford C of E School we value the contribution that Computing can make for the benefit of all pupils, staff, parents and governors. We strive to provide safe Computing opportunities in all subjects to motivate and inspire pupils and raise standards across the curriculum. Everyone in our school community will become lifelong learners equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

Our Computing vision encompasses the following aims:

- To enable our staff and pupils to become competent, confident and independent users of Computing.
- To provide pupils with the Computing skills necessary to become independent learners.
- To develop a creative and cross-curricular approach to the teaching and learning of Computing.
- To promote safe and sensible use of Computing through a dedicated e-safety curriculum.
- To use new technologies to enable good quality teaching and learning to take place.
- To ensure appropriate and equal access of Computing for all children regardless of age, gender, ethnicity or ability.
- To develop the Virtual Learning Environment in order to provide extended and personalised learning opportunities through the use of Computing.
- To commit to the Continuous Professional Development of Computing.
- To ensure our pupils take advantage of the ever quickening pace of technological change.
- To provide pupils with an understanding of the role Computing plays in everyday life at present and its importance in the future.
- To give children opportunities to access Computing through home school links.
- To use Computing to develop physical coordination and language acquisition.

Inclusion

Pupils with special educational needs should be able to use the technology to encourage their independence and develop their interests and abilities.



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All pupils are to have access to the use of regardless of gender, race, cultural background or any physical or sensory disability. Pupils with learning difficulties can be given greater access to the whole curriculum through the use of Computing.

Research shows that more boys than girls use computers. Access to computers will be monitored between sexes to ensure equality and opportunity.

The youngest pupils in the Nursery and Reception classes begin to use and learn about Computing as soon as it is applicable after entering school, so that they gain confidence in using computers as soon as possible. Pupils who do not have direct access to Computing in the home have the option of attending a supervised lunchtime computer club that allows them access to the prescribed websites and software such as 2Simple Infant Toolkit.

Time Allocation

- **Foundation Stage**

Computing features within the curriculum area of 'Understanding the World' and is given continuous provision. The children are encouraged to explore different aspects of Computing with guided instruction where necessary.

- **Years 1-6**

Computing is part of the 'basic curriculum' and is taught discretely for up to 45 minutes per week. Computing is also embedded throughout the curriculum areas in order to enhance learning.

Learning and Teaching

To ensure pupils receive a broad and balanced Computing experience, all five key Computing themes are addressed across years 1-6. This involves **discrete** Computing teaching and is embedded naturally across all areas of the curriculum. For example, pupils' multimedia presentations have focussed on and demonstrated skills in literacy, history, numeracy and art.

Reviewing, modifying and evaluating work as it progresses

Pupils are taught to

- a) review what they have done to help them develop their ideas
- b) describe the effects of their actions
- c) talk about what they might change in future work.



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Key Personnel

The Role of Senior Management

The overall responsibility for the use of Computing rests with the senior management of a school. The Head, in consultation with staff:

- determines the ways Computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that Computing is used in a way to achieve the aims and objectives of the school;
- ensures that there is an Computing policy, and identifies an Computing co-ordinator.

The Role of the Computing Co-ordinator

The designated teacher should:

- ensure the development of a scheme of work for the Computing curriculum. This will develop the pre-requisites for the use of Computing across the curriculum;
- promote the integration of Computing within appropriate teaching and learning activities, develop and monitor the contributions of subjects to its cross-curricular use ;
- manage the provision and deployment of resources and give guidance on classroom organisation and support
- encourage colleagues;
- act as a contact point between the school and support agencies ;
- provide some technical expertise in collaboration with school technician;
- co-ordinate the evaluation and review of the school's Computing policy.

The Role of the Teacher

Even though whole school co-ordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan appropriate Computing activities and assist the co-ordinator in the monitoring and recording of pupil progress in Computing.

Assessment

In the Foundation Stage the children are assessed within the EYFSP / Development Matters.

Assessment in Key Stage 1 & 2 will be skills based. Each year group will use a skills sheet matched to the Unit Plans.

Evaluative Assessment

The progress of classes and year groups in Computing is evaluated by the Computing co-ordinator through:

- monitoring attainment by observation of teaching and learning in the classroom;
- monitoring coverage through completion of medium term planning;
- monitoring effectiveness of Computing assessment tasks;
- monitoring progress against the Computing action plan;



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- scrutiny of children's work;

Resources

The Foundation Unit has 2PC's and a SMART Interactive Whiteboard.

In KS1 & 2 each classroom has facilities to teach whole class lessons using an interactive whiteboard. Laptop computers are available for use in lessons with groups of children or the majority of the class.

Each classroom has Internet Access supplied via a Broadband connection. Opportunities to work with non-computer Computing are essential. This includes knowledge of remote controls, TV'S, cameras etc

Computer Suite

The school has 15 computers in the suite which are fully networked.

Wireless Laptops

The school has 15 mobile wireless laptops which are connected to the school network and can be used in all classrooms. This ensures that Computing is truly embedded right across the school curriculum and used creatively.

Software

In choosing the software, there has been some emphasis on content free and general software which are appropriate within a cross-curricular context. Therefore it is intended all children have access to the following software via the school network:

A word processor - eg 2 Simple Publisher, 2 Simple Infant Video Toolkit and MS Word

A graphing Software - eg 2 Simple - 2 Count and 2 Graph, Excel

A drawing/art package - eg 2 Simple -2 Paint, 2 Create a picture

Control and monitoring software - eg Beebot and 2 Simple - 2 Control

Presentation Software - e.g. MS PowerPoint

Additional software will be available as funds allow.

E-Safety

An E-Safety and Internet Use Policy has been developed in order to allow the safe and efficient use of the Internet for both staff and pupils in an educational context.



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Home Links

The children have access to a wide variety of resources that enable them to continue their learning of computing at home.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Signed By:

Headteacher:

Governor:

Date:/...../.....