



COMPUTING POLICY

RATIONALE

Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill, that children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. At Norwood our Computing curriculum is intended to develop children's knowledge and understanding of computer science, information technology and digital literacy.

AIMS AND OBJECTIVES

- To provide all children with continuity and progression in all of the strands of the Computing National Curriculum
- To enable all children to be confident, competent and independent users of ICT.
- To ensure children are capable of finding, selecting and using information; for example, searching the Internet or databases.
- To experience the use of ICT as a tool for learning across the curriculum.
- To ensure children can apply their ICT skills and knowledge to their learning in other areas of the curriculum.
- To ensure that children develop an appreciation of the use of ICT in the context of the wider world and the issues related to security, personal safety and confidentiality.
- To promote pupils spiritual, moral, social and cultural development.

TEACHING AND LEARNING APPROACHES

At Norwood one of the main aims of our Computing Curriculum is to equip the children with the skills necessary to use technology to become independent learners. Therefore, the teaching style that we adopt is as active and practical as possible. Our Computing curriculum has two elements. We teach discrete Computing lessons which give children direct instruction on how to use hardware or software for a particular purpose. We also place strong emphasis on teaching children how to use technology to enhance learning in other curriculum areas. This could be using the internet to research a particular topic or using presentation software to share their learning with other children. We strongly believe that by using ICT effectively in other curriculum subjects it can engage and motivate learners and therefore develop children's knowledge and understanding.

PLANNING

In Reception and at Key Stage 1 and 2 we adopt a topic approach to the foundation subjects. The planning ensures that, in addition to meeting the National Curriculum requirements, there are frequent and regular opportunities to enhance learning through cross curricular teaching. Computing and I.C.T has strong links across the curriculum and is used to enhance learning whenever possible.

Computing is also taught as a discrete subject. It is planned for in two stages and meets the National Curriculum requirements. The long-term planning shows which Computing unit is to be taught in each term. The short-term planning has clear objectives for each session of learning. The lesson objectives are differentiated and the planning also identifies the resources, activities and assessment opportunities of each session.

ASSESSMENT AND RECORDING

Pupils' progress is assessed and monitored during the year through normal teacher marking (when appropriate), planning and observation. Pupils' Computing work is marked by the teacher in line with the School's Marking policy. Each unit of work for Computing has clear learning objectives to assess against. Teachers record pupils' progress on the School Pupil Tracker. Furthermore, parents are informed of their child's progress at termly parents' evenings and via the annual reports which are sent home in the summer term.

RESOURCES

At Norwood we regularly review the Computing resources we have available that are used to enhance pupils' knowledge and learning within Computing and ICT. We regularly update software to ensure the children have access to up-to-date resources and technologies. We recognize the importance of how on-line resources can be used to enhance learning and have ensured there is reasonable provision of laptops and I-pads available at all times for each year group. We have also invested in software that enable the children to create their own digital media so they can express and share their learning in a number of ways; pictures, photographs, videos, podcasts, game creation, animation, e-books, etc.

TIME ALLOCATION

The 2014 National Curriculum has no suggested time allocations for each subject. At Norwood Computing will be used to enhance the learning and enjoyment in all subjects. Norwood is committed to ensuring children leave primary school with secure knowledge of computing and have the skills to use technology as an effective tool for learning in all subjects. Therefore, Computing is taught as a discrete subject with each year group completing four to six units of work a year. ICT is also used as a tool to support learning across the curriculum.

EQUAL OPPORTUNITIES AND INCLUSION

All children will be provided with equal access to the Computing curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background and according to their individual abilities.

SPECIAL EDUCATIONAL NEEDS/GIFTED, ABLE AND TALENTED

Differentiation in terms of learning objectives, tasks, teaching methods and resources are planned for pupils with SEN. All pupils have access to materials and opportunities that are suitable to their specific needs. GAT pupils are challenged with open-ended tasks which provide opportunities to tackle more complex issues and a use a wider range of resources. Please see the SEN or GAT coordinator if advice is required.

CROSS-CURRICULAR LINKS

Computing/ICT contributes significantly to the teaching of other curriculum areas in our school by actively promoting skills such as:-

- Encouraging children to become independent learners; developing their own lines of enquiry, using the internet and e-books effectively for research.
- Developing team work skills; working with partners or small groups to create e-books, presentations, games and problem-solving activities.
- Developing Speaking and Listening skills; creating presentations, videos, podcasts, etc that can be shared with others.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

ROLE OF SUBJECT LEADER/MONITORING

The monitoring of the standards of children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Computing subject leader gives the Governors an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The Computing subject leader will have regular management time in order to review evidence of the children's work and undertake lesson observations of Computing teaching across the school.

ROLE OF GOVERNORS AND PARENTS

Our governors determine, support, monitor and review the school policies on Computing. In particular they;

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning
- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

OUTCOMES

Computing will be fun. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and carers will be encouraged to participate in the teaching and learning of Computing.

REVIEW

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing Body.