



BIRCH COPSE PRIMARY SCHOOL
COMPUTING POLICY

Version

Version: 1

Status:

Good practice

Introduction

This policy should be read in conjunction with the School's Teaching and Learning Policy statement which deals with matters common to all subjects. Computing will be taught in accordance with the National Curriculum Programmes of Study and the QCA Scheme Units of Work. Progress will be monitored towards achievement at each level. Due regard will be paid to the advice received from the statutory bodies.

Aims and Objectives

Computing is changing the lives of everyone. Through teaching computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

Computing is taught in such a way at Birch Copse as to reflect the vision, aims and values of the school and with due regard to the Every Child Matters agenda.

Computing fits into the primary curriculum in a variety of ways. Three key areas can be identified:

- a) Developing pupils' individual computing capability
- b) Enhancing and supporting learning in other areas of the curriculum
- c) Learning computing skills specified within other national Curriculum Orders

In order to use information sources and computing tools to solve problems, support learning in a variety of contexts and understand the implications of computing for working life and society, pupils will be given opportunities for:

- Communicating and handling information – using computing to generate and communicate ideas in written, numerical, visual or oral form and to retrieve, analyse and amend information, using a variety of services including the Internet
- Controlling – using computing to control external equipment
- Modelling – exploring computer representations of ideas and of real and imaginary situations
- Monitoring – using computing to keep track of external events (e.g. Using sensors)

Planning and Organisation

Planning

Planning for computing is carried out following the scheme of work and policy for computing. These documents are the responsibility of the computing subject leader. Subject leaders provide support for teachers, who work with reference to the National Curriculum to develop medium term plans. Class teachers are responsible for short term planning.

Pupils' experiences

During key stage 1 pupils explore computing and learn to use it confidently and with purpose to achieve specific outcomes. They start to use computing to develop their ideas and record their creative work. They become familiar with hardware and software.

During key stage 2 pupils use a wider range of computing tools and develop their research skills, deciding what information is appropriate for their work. They begin to question the plausibility and quality of information and they learn how to amend their work, presenting it in a way that suits its audience. Pupils also use information sources to support their work in other subjects.

Cross-curricular links

Cross-curricular links are embedded in the planning, teaching and learning of computing. Medium term plans are adapted and linked to topics where appropriate.

Homework

From time to time pupils may be asked to undertake tasks at home to support their computing learning in school.

Equal Opportunities and Special Needs

Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Educational Needs will have full access to the computing curriculum. Those identified as Able, Gifted and Talented in computing will be given opportunities to develop their skills.

Assessment, Record Keeping and Marking

Assessment, record keeping and marking will be carried out according to the school's policies. In alignment with National Curriculum requirements, teacher assessment will be the basis by which the performance of pupils' achievement in computing is assessed.

Monitoring

The monitoring of computing will take the form of classroom observations, monitoring of planning, work sampling, learning walks and monitoring of displays. The subject leader is responsible for the monitoring of computing. Evaluation of monitoring will take the form of a report to be shared with teaching staff and governors.

Other Policies and Documents

Please also refer to the following policies and documents:

School based:

Computing Scheme of Work, KS1 and KS2 topic cycles, Curriculum policy, Assessment, Recording and Reporting policy, Able, Gifted and Talented policy, Special Education Needs policy, Marking policy and Homework policy

Other:

National Curriculum and QCA Scheme Units of Work

Role of the Computing Subject Leader

- To audit, order, organise and store resources appropriately
- To manage the computing budget effectively
- Advise and support colleagues
- To raise awareness of any relevant training for staff
- To keep up to date with current thinking in the teaching and learning of computing, attend training courses and keep staff informed of changes in the curriculum
- To keep the computing subject leader's file up to date
- To monitor and evaluate computing standards throughout the school
- To liaise with technical support
- To organise any school-wide events associated with COMPUTING.

Responsible officer

Computing Subject Leader

Date of last review: November 2014

Dates of amendments: 9th February 2010

Date of next review: November 2017