

Golden Hill Short Stay School

Computing Policy

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GOLDEN HILL SCHOOL COMPUTING POLICY

Recovery Curriculum

Due to the events of Covid-19, we acknowledge that there is a need for a change to the curriculum to support pupils during these exceptional circumstances. We understand that all pupils have had different experiences and therefore we aim to provide a flexible curriculum which will nurture and develop at the pace of the pupils.

Introduction

This policy outlines what we are aiming to achieve in respect of pupils' Science education. It also describes our agreed approach to the planning, delivery and assessment of the Science curriculum.

The National Curriculum 2014 and EYFS documents for Computing describe what must be taught in each key stage.

This policy provides information and guidance for staff, members committee and other interested persons.

INTENT

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life.

At Golden Hill we aim to do the following (these work alongside our curriculum policy principles):

- To provide a relevant, challenging and enjoyable curriculum for Computing for all pupils.
- To follow the guidelines as set out by the National Curriculum Programmes of Study for Computing.
- To promote positive attitudes and an enthusiasm for Computing work in school.
- To respond to new developments in technology
- To enhance learning in other areas of the curriculum using Computing.
- To provide breadth and balance of Computing activities for all children.
- To develop the understanding of how to use Computing safely and responsibly.

Objectives

Early Years Foundation Stage

Children in the Early Years have a broad, play-based experience of Computing in a range of contexts, including outdoor play. Children gain confidence, control and language skills through opportunities with Beebots and remote controlled toys. Recording devices can support children to develop communication skills. Learnpads give children the flexibility of learning both indoors and outdoors.

By the end of Key Stage 1 children should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs
- Use logical reasoning to predict the behaviour of simple programs in computing
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school

By the end of Key Stage 2 children should be taught to:

- Design and write programs that accomplish specific goals, including controlling or stimulating 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; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple servers, such as world-wide web; and the opportunities they offer for communication and collaboration
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely

IMPLEMENTATION

At Golden Hill School we aim to provide a broad and balanced education to all pupils. Many of our children are working below age-related expectations and it is our aim to improve their understanding and close the gap in their learning. We also recognise, and aim to make provision for, pupils who have a particular ability in Computing.

Computing is taught as a separate subject. It is taught directly for a half term, during the Autumn term 1, which may be delivered as weekly lessons, or 1 block.

As our classes are mixed age range and mixed ability, with children arriving and leaving at any point in the year, we may teach the Computing topic from different year groups. Topics can change depending on the children we have in school.

Children may work as a whole class, independently or in groups. They are encouraged to take responsibility for their work, supported by adults where needed.

Online Safety is directly taught 1 hour per half term, together with joining in with the National Safer Internet Day in February.

Throughout the year, children will also have the opportunity to use their Computing skills in other curriculum areas.

We use teaching assistants to provide appropriate support to individuals or to groups of pupils. Teaching assistants are viewed as an important 'asset' to the school, and, as such, are appropriately involved in the delivery of the Computing curriculum. Their knowledge, skills and understanding is constantly updated through involvement in school-based and LA led inset.

All children, regardless of their race, gender, culture or ability, will have equal access to participate in activities.

Planning

Computing has a long term plan, with staff planning their topic and Online Safety lessons, using up to date resources provided by LCC, purplemash, twinkl and DfE.

The headteacher and Computing subject leader are responsible for monitoring the Computing planning within our school

Assessment

Assessment has two main purposes:

- assessment of learning (also known as summative assessment);
- assessment for learning (also known as formative assessment).

Assessment of learning (AoL) – summative assessment

Assessment of learning is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned. At Golden Hill School AoL is used appropriately, e.g. to provide a Teacher Assessment grade at the end of KS1, to provide an assessment grade at the end of each term.

Assessment for learning (AfL) – formative assessment

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to get to and how best to get there."

Assessment Reform Group, 2002

At Golden Hill School we recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends crucially on actually using the information gained.

The assessment procedures within our school encompass:

- Making ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses are mainly verbal and are not normally recorded;
- Adjusting planning and teaching within units in response to pupils' performance;
- Use of ongoing teacher assessment in order to identify gaps during the topic and using this information to grade a child's attainment using the emerging, expected and exceeding judgements.

At the end of the unit, the class teacher makes a judgement on each child's progress for that topic as below expected, expected and above expected based on observations and the work completed throughout the unit.

EYFS

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the EYFS curriculum. We give all the children ample opportunity to develop their understanding of ICT. We aim to do this through varied activities that allow them to use, enjoy, explore, practise and talk confidently about ICT .

Resources

There are a range of resources to support the teaching of Computing across the school. Each class has a Smart board, with all pupils having access to either a laptop or ipad. Other resources are available in the Server room.

Responses to Children's Work

We recognise the importance of responding to children's work, whether orally or in writing. We seek to encourage children by acknowledging positive achievements. Children are given opportunities, and actively encouraged, to explain their work to others and to display their work when it seems appropriate. They are encouraged to value and respect the work of others. (see marking policy)

Recording of Computing

Most Computing work will be recorded and saved in a child's individual folder on the Pupils Domain on the main server or on their individual iPad. If purplemash, Scratch or other online resources are used, pupils will also save work on a named folder.

Where appropriate, both Key Stages may use Floor Books to record Computing work as a whole class. A floor book is a large book for recording children's Computing learning, individually and collaboratively. Floor books are used as a strategy for developing and assessing children's understanding of Computing and can be used with any age group.

Floor books can include photographs, children's comments, drawings, tables, graphs, annotated diagrams, classification keys and writing. Having a class record means it is easier to track changes in children's ideas and understand how children are developing their understanding of computing. They can be referred to in lessons and are available for the children to pick up and read.

Adults may scribe what children have said or noticed, particularly those children who struggle with their reading and writing.

Learning Objectives are clearly noted to identify what has been taught/learnt during that session.

Work should be differentiated to meet the needs of the children.

In KS1, there is a bigger emphasis on recording the children's ideas via SeeSaw. At Golden Hill, the youngest children in school often come in working at the very early stages of learning and are not always able to read and write. The adults in class use SeeSaw as a tool to record what they have learnt and their understanding of Computing.

IMPACT

Our children demonstrate confidence, independence and resilience, and have a real thirst for learning in Computing. They are able to use Computing vocabulary accurately when discussing their work.

Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.

Children are engaged in their learning and are keen to talk about what they have learnt.

Teacher Assessment shows that children are making progress in their learning.