



Computing Policy

Through the effective teaching of computing we can equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We provide opportunities for children 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 an effective way. Computing skills are a major factor in enabling children to become confident, creative and independent learners.

Aims

We aim to enable pupils

- to develop their computing capability in finding, selecting and using information
- to use computing for effective and appropriate communication
- to apply their computing skills and knowledge to their learning in other areas of the curriculum
- to use their computing skills to develop their language and communication skills
- to explore their attitudes towards computing and its value to them and society in general.

Methodology

As the aims of computing are to equip children with the skills necessary to use technology to become independent learners, we adopt an active and practical teaching style. All year groups have access to their own laptop trolley with 15 laptops for the children to use, both for discreet computing lessons as well as computing work within other curriculum areas.

Planning

The school uses the Switched On scheme of work for computing as the basis for its curriculum planning. We adapt the scheme to the local circumstances of the school and to the ability of our pupils. Computing topics studied each term are mapped for each key stage and are linked to the IPC topic for that term. Class teachers plan each unit according to the needs of the class. This is supplemented by the planned use of computing as part of pupils' work in other subject areas.

The scheme's medium-term plans give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that is devoted to it.

The topics studied in Computing are planned to build upon prior learning. While opportunities are offered for children of all abilities to develop their skills and knowledge

in each unit, planned progression is also built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Computing aspects of the children's work in the Foundation Stage is linked to the objectives of the Early Learning Goals (ELGs) which underpin curriculum planning for children aged three to five. The children are given many opportunities to use the computers and interactive whiteboards. As they gain confidence they use the computer to find information and use it to communicate in a variety of ways.

Assessment and Record Keeping

Teachers assess individual pupils against the Learning Intention for a lesson, noting who has or who has not met the objectives. These assessments are used to adjust the planning for the next lesson or series of lessons. At the end of a unit of work class teachers make a summary judgment about the work of each pupil in relation to the National Curriculum. This is used as the basis for assessing the progress of the children and passing information on to the next teacher at the end of the year.

Each pupil's attainment in Computing is formally reported to parents / carers at the end of each academic year.

Cross curricular links

Computing contributes to teaching and learning in all curriculum areas and enables children to present their information and conclusions in the most appropriate way. For example, work using databases supports work in mathematics, while the Internet proves very useful for research in humanities subjects. Software is available for use in literacy and also to provide assistance for children who are approaching end of Key Stage SATs.

Literacy

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They learn how to improve the presentation of their work by using desk-top publishing software.

Mathematics

Many computing activities build upon the mathematical skills of the children. Children use computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also use software to help to reinforce their knowledge and understanding of new topics and to revise basic mathematical concepts through games and other activities.

Personal, Social, Health Education (PSHE) and Citizenship

Through the discussion of moral issues related particularly to electronic communication, children develop a view about the use and misuse of Computing,

and they also gain a knowledge and understanding of the interdependence of people around the world.

Teaching Computing to children with special needs

At The William Hogarth School we teach Computing to *all* children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in Computing, we take into account the targets in the children's Individual Education Plans (IEPs).

Computing for more able and gifted and talented pupils

At The William Hogarth School we provide learning opportunities matched to the needs of more able pupils and those considered gifted and talented. Opportunities are given to pupils to develop high level skills in Computing and also to use Computing through the curriculum to extend knowledge and skills and for research purposes.

Resources

The William Hogarth School has a Wifi network to which all laptops are connected, enabling both whole class teaching and flexible cross-curricular applications. All computers are linked to a central server for saving work and have internet access. The server stores resource and data files which can be accessed at a variety of levels by pupils, teachers and the system administrators. All Computing resources are kept with class teachers and are shared where appropriate.

MLE (Fronter)

The William Hogarth School subscribes to a Managed Learning Environment (MLE), called Fronter. This allows class teachers to keep parents informed and of class news, provide homework links and to use its resources in their teaching. All children are provided with a username and password for them to log in to the MLE.

The role of the Coordinator:

The coordinator will:

- have responsibility for the implementation, evaluation and review of the schools policy for Computing
- monitor children's work and the quality of teaching in Computing
- keep abreast of current issues and disseminate information to the head and staff
- attend relevant meetings and courses
- audit resources and order stock when necessary

- support colleagues with planning and delivery of the curriculum
- lead staff meeting and Inset when required
- manage the MLE (Fronter) and assist teachers in its use

Equal Opportunities

Regardless of ethnic origin, gender, race, physical, behavioural, emotional or learning difficulties, children at The William Hogarth School are valued as individuals and encouraged to reach their full potential in Computing within a structured, caring and stimulating environment.

This policy should be read alongside The Acceptable Use Policy (AUPs)

Reviewed 1st December 2015