

# Computing Policy

September 2017



**Saint Augustine Webster  
Catholic Voluntary Academy**



## **Mission Statement**

### **The school will aim to:**

- \* develop an awareness of God's love and presence in individual lives and to elicit a response to that;
- \* help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- \* make prayer, worship and liturgy valued experiences;
- \* develop real links with home and parish;
- \* create caring relationships with all those children and adults who are involved in the school.

## Contents

1. What is computing?
2. Rationale
3. Aims and Vision
4. Planning
5. Teaching computing to children with special educational needs
6. Assessment and recording
7. The role of computing beyond the classroom
8. Resources
9. Monitoring and review

## 1. What is computing?

In 2014 the national curriculum introduced computing to replace ICT (information and communication technology). This represents continuity and change, challenge and opportunity. It gives schools the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

The core of computing is **computer science**, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use **information technology** to create **programs**, systems and a range of content. Computing also ensures that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## 2. Rationale

Why should our pupils learn computing?

- children need to develop a variety of computing skills which allow them to harness the power of technology and use it both purposefully and appropriately;
- it motivates the pupil because it is fun;
- computing takes the laborious routine out of some text and information tasks, thus releasing the constraints on a pupil's creativity;
- pupils need to recognise the power of computing in the world around them;
- pupils should become aware of the ethical implications and consequences for individuals and society posed by computing;
- it can enhance the learning process across the curriculum and supports co-operative learning, active learning, collaboration and group work
- computing enables pupils to undertake activities which would be difficult to pursue in any other way.

### **3. Aims and Vision**

At Saint Augustine Webster Catholic Voluntary Academy our aim is to create motivated 'life-long' learners through the use of computing to enhance learning and teaching. Education in the 21st Century is preparing children for a future in which computing is an integral part of society and therefore it is our aim to ensure that we develop computing skills and safe use of ICT.

#### For learners:

- Pupils are to use a wide range of computing devices to enhance their learning
- Pupils are engaged through enriched multi-media learning experiences.
- Pupils use ICT to enhance their learning and deepen their understanding.
- Pupils extend their learning beyond the classroom.
- Pupils are empowered to take control of their own 'e-learning' and understand how to stay safe.
- Pupils are to use ICT to encourage good communication and interaction using various media.

#### For staff:

- Teachers use a wide range of ICT to plan, deliver, assess, evaluate and improve the curriculum.
- ICT enriches learning for pupils through risk-taking and innovation.
- Teachers are experts in their field and share their knowledge, skills and experience in and beyond the school community.
- Teachers are empowered to give pupils opportunities to learn in different ways through new technologies.
- Teachers are continuously developing skills in new technologies.
- Staff will remain at the cutting edge of ICT for learning via product knowledge, technological development and future innovation

#### For parents:

- Parents support and understand the e-learning of their children.
- Parents support and monitor their child's access to e learning.

## **4. Planning**

After establishing a partnership with ACS, Michael Place assisted the computing coordinator to set up a new computing scheme. This scheme allows each year group to teach a range of digital literacy and computer science areas. Throughout their time at Saint Augustine Webster, the children will have use a range of resources and programmes to aid them in their computing education.

The units are chosen for each year group to meet the needs of the children along with e-safety units developed by CEOP in line with local authority guidance.

Class teachers are responsible for the selection of teaching methods and implementations of the scheme of work. The computing co-ordinator is available to assist with planning and implementation where required.

The topics studied in computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

## **5. Teaching ICT to children with special educational needs**

At our school we teach computing to all children, whatever the ability. Computing forms part of the school curriculum policy to provide a broad and balance education to all children. Through our computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We have a nurture area (The Shelter) at our school that is purposefully built to support children with special educational needs or that have behavioural issues. This has its own selection of technology to be used with these children.

We enable pupils to have access to the full range of activities involved involved in computing. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **6. Assessment and recording**

Our scheme of work provides assessment guidelines that support the teacher in making a judgement. Teachers assess children's work in computing by making informal judgements as they observe during lessons. On completion of the topic, the teacher assesses the final product and the children will complete self-assessment sheets. At the end of the unit of work the teacher will complete the assessment sheet. We then use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

## **7. The role of computing and ICT beyond the classroom**

We have numerous ways in which our children can continue using their computing skills to support their learning at home and outside the classroom.

Firstly we have a virtual learning environment (VLE) set up to support children, this is called DB Primary. This allows teachers to set homework, quizzes or forums for children to do at home. It also allows children to communicate with staff when needed through email.

We are also signed up to Mathletics, which allows children to complete maths assignments and games at home. They can also compete with children from around the World in competitions

In literacy, we also provide every child with Bug Club, which is an online reading program that aids children with their reading progress. This is used both within the classroom and at home.

If children do not have access to technology or the internet at home, they are given times to complete tasks in school time. For examples Mathletics Club is run every Tuesday and Wednesday lunch times.

## **8. Resources**

Our school has at least one desktop computer available in every classroom along with an interactive whiteboard.

Each class has access to technology throughout the day, especially during independent learning. KS1 have access to 30 laptops and KS2 have access to 55 laptops. The early years have a selection of technology available to them.

The school has internet and internal network access for all computers. We keep most resources in the Zone and the Den, which are dedicated independent learning areas for key stage 1 and 2.

The school has 40 iPads available for the whole school, with early years having a selection available to them alone.

Other resources are constantly being reviewed and renewed these include the following:

- 🔗 Digital cameras
- 🔗 Beebot robots
- 🔗 Microphone and audio recorders
- 🔗 Video recorders
- 🔗 Metal detectors
- 🔗 Large selection of software
- 🔗 Visualisers

It is advised that all equipment be checked by the teacher or assistant prior to the start of a lesson, in line with our health and safety policy.

Staff members may bring their own mobile devices into school, should they wish to access the internet while at school. The computing coordinator will enable their devices with IP address and settings in order that their browsing is filtered through our system.

Virtual private networks can be set up for distant access subject to approval on a case by case basis. Final decisions will rest with the headteacher.

We purchase according to best value although suppliers with proven track record of service will be preferred.

## **9 Monitoring and review**

The monitoring of the standard of learning and teaching is the responsibility of the Senior Leadership Team. The assessment and monitoring of the children's work is the responsibility of the class teacher in line with guidance and support offered by the computing subject leader. They are also responsible for supporting colleagues in the teaching of computing and keeping them informed about current developments in the subject.

The computing subject leader is responsible for liaising with the Head teacher to evaluate the strengths and weaknesses in the subject and indicates areas for further development.

Signed: R Dickinson

Date: September 2017

Review date: September 2019