



Beaudesert Lower School Computing Policy July 2014

Introduction

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 focus in enabling children to be confident, creative and independent learners. We also have a commitment to teaching all children about the importance of using COMPUTING safely.

Aims

It is the aim of Beaudesert Lower School:

- To provide all pupils with their national curriculum entitlement.
- To develop children's individual COMPUTING capability to the best of their ability – both in skills and understanding as well as knowledge.
- To ensure children's COMPUTING experiences are progressive, coherent and relevant as they move through the school.
- To ensure that all children are given regular lessons and information about the importance of e-safety.
- To develop children's understanding and skills in coding and programming.
- To apply their COMPUTING skills and knowledge in all areas of learning.
- To allow staff and children to gain confidence and enjoyment in the use of COMPUTING.
- To develop awareness of the capabilities as well as the limitations of COMPUTING.
- To recognise the potential, and deepen the awareness of the application and necessity of COMPUTING in everyday life.
- To stimulate interest in new technologies.
- To encourage pupils with access to home computers to contribute to and enhance their school work and homework.
- To use COMPUTING to keep parents informed in all aspects of school life.
- To develop staff so that they are able to adapt to the continually changing challenges presented by COMPUTING and in doing so ensure that our pupils receive a COMPUTING education in line with their ability, access and needs.

Teaching and Learning

When teaching COMPUTING teachers are encouraged to use a variety of teaching styles to introduce new programmes and skills including:

- Planning activities that allow sufficient time for all individuals to take part.
- Effective teaching input to allow completion of tasks with minimum teacher intervention
- Taking account of previous pupil knowledge/skills/understanding when planning for activities, especially for lower achieving and upper achieving groups.
- Flexible groupings to ensure equal opportunities and that appropriate differentiation is maintained at all times to meet the need of individual children.
- Planning short, time limited focused activities with some setting of tasks of increasing difficulty.
- Working individually, in pairs or small groups.
- Splitting larger projects into clearly defined pieces with different groups or individuals taking on responsibility for specific parts.
- Using teaching support staff to support the work of individual children or groups of children
- Allowing opportunities for work to be printed for display or publishing on think.com

Cross Curricular Links

We are all aware that COMPUTING capability should be achieved through core and foundation subjects. Where appropriate COMPUTING should be incorporated into the creative curriculum.

Access to COMPUTING

Each year group has a small computer suite of networked PCs located in the quiet room connected to their classrooms. A laptop trolley is also available for use which teachers sign up to on a weekly basis so that laptops can be used to enhance teaching and learning in the classroom setting. A netbook trolley and a bank of LeanPads (tablets) are available for topic linked tasks and individual learning activities. Each class has its own digital camera and flip video camera for use by the staff and pupils and a laptop is connected to the interactive whiteboard. The school also has shared resources such as: digi blue cameras, headphones, microphones, video cameras, calculators, scanners, printers, beebots and roamers.

Foundation Stage

We teach COMPUTING in reception class as an integral part of the topic work covered during the year. As the reception class is part of the foundation stage of the National Curriculum we relate the COMPUTING aspects of the children's work to the objectives set out in EYFS documents. The children have opportunity to use the computers and digital cameras as well as other COMPUTING resources.

Assessment

Children are continually assessed throughout each unit of work and future teaching input is adapted according to the needs of the class and individual children. At the end of a unit of work the children are assessed against the key skills that have been taught and these are recoded. These are then reviewed and used when planning future lessons on the skills taught.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture of disability. All pupils, regardless of race or gender, shall have the opportunity to develop COMPUTING capability. The school will promote equal opportunities for computer usage and fairness of distribution of COMPUTING resources. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate.

Health and Safety

The following guidelines are in place to promote high standards in health and safety:

- Trailing leads should be made safe behind equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- All hardware will undergo a safety check annually by the health and safety officer.

We are committed to teaching children a systematic approach to e-safety when using the internet and email.

Monitoring and Reviewing

The monitoring of standards of the children's work and of the quality of teaching in COMPUTING is the responsibility of the COMPUTING subject leader who reports to the leadership team. This is achieved through; work sampling, monitoring of planning and lessons, discussion with staff and pupils and looking at COMPUTING on displays.

Date July 2014

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**On request this document can be produced in a
larger font.**