



South Hiendley  
Primary School

## COMPUTING POLICY

Subject Leader: C Cassell  
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Next Review: September 2020

## INTRODUCTION

This policy outlines the teaching, organisation and management of the computing curriculum taught and utilised at South Hiendley School.

Computing (principally but not exclusively computers) is used in many ways for the presentation, analysis and storage of information; to model, measure and control external events; to solve problems and to support learning in a variety of contexts, not least through the use of the internet, across the whole curriculum.

It is our aim at South Hiendley to develop:

- An enjoyment of using computing.
- Competence and confidence in choosing and using appropriate applications.
- An ability to apply computing skills to real life problems and tasks.
- Initiative and an ability to work both independently and in cooperation with others
- An ability to communicate safely using on-line applications and technologies.
- An understanding of the capabilities and limitations of computing, and the consequences of its use.

## TEACHING Computing.

### Teaching time/timetabling:

To provide adequate time for developing computing skills each class teacher will provide at least 1 computing lesson per week. This may vary in length but will usually last for about 60 minutes. The total time spent teaching computing will be at least 55 minutes per week in KS2 and 50 minutes in KS1. These lessons should focus on the core skills from the National Curriculum but can be taught cross-curricular.

Each class is timetabled a one hour slot per week for the use of the laptops and at least a one hour slot per week for the use of the tablets. Additional slots are available and teachers can book the laptops and tablets out during these sessions.

## Scheme of Work

Teachers use the 'Rising Stars: Switched on Computing' scheme of work to plan and teach computing. This can be accessed through a book given to each class teacher or through the Rising Stars website. These units of work are taught discretely, however they can be easily linked to topics. The units of work have strong links to e-safety and this is embedded in each lesson.

Each class has their own folder set up on the laptops. Any work done on a computer is saved in these folders and can be accessed easily by the class teacher.

In addition to this, HLTA's covering PPA also run an additional computing lesson. This lesson focuses on coding through the use of the 'Rising Stars: Learn to Code' books. This allows children to practise and consolidate their knowledge and skills from their computing lessons.

**Links between computing and other subjects:**

Computing has strong and clear links allowing the skills children are developing to be applied in real settings through topic work, for example using the internet for research, desktop publishing applications to represent work, excel or other spreadsheets to organise scientific results. The links between technology and real life should be made explicit to make sure that children are ready for a world based on technology. When computing is used in other subjects, teachers and children should be aware of the computing skills being applied as well as relevant subject objectives.

**Online Safety and Computing.**

Ensuring that children are safe and free from cyber-bullying both on-line at school and at home is of paramount importance. A separate and detailed online safety policy sits alongside this policy.

**Class Blogs**

A blogging platform called Edublogs is now used throughout school. Each class has their own class blog, which will be used to share learning, develop computing skills and will also support various other areas of the curriculum. Children and parents are encouraged to visit the class blogs and leave comments. This is another way of embedding online safety throughout school. The blog can be accessed through our school website and children are taught how to leave comments in a responsible way.

## SCHOOL AND CLASS ORGANISATION

### How we cater for children who are more able:

More able children in computing will be taught with their own class and stretched through appropriate extra challenges resulting from teacher feedback or self-evaluation. When working with the whole class, teachers will direct questions towards the more able (at their ability level) to maintain their involvement. Teachers will plan to allow more able children to work independently or in equal-ability groups as well as in mixed pairs or groups.

### Pupils with special educational needs and individual education plans:

All pupils should develop positive attitudes towards computing; they should develop an understanding of the potential of computing and show confidence and enjoyment in its use.

Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence.

Pupils who experience difficulty with mastering the technology or just work more slowly should be allowed extra time or opportunities to work with computing.

Specialised access software and hardware will be available for pupils with special educational needs if needed in consultation with SENSS and OT.

### **Feedback**

Feedback for computing work should make clear both progress made linked to success criteria, as well as next-steps for improvement. Where work is both computing and topic work, teachers should aim to ensure that feedback makes explicit mention of computing objectives. This feedback will be given immediately and will be verbal.

### **Resources:**

The PC trollies contain a total of 30 networked and wireless laptops and wireless netbooks, as well as 31 Samsung tablets. Each class teacher has an iPad which can be used in class. This is for the use of the class teacher or teaching assistant. Each class has a digital camera, the ability to project work onto the Interactive Whiteboard (either with an iPad or with a visualiser) and there are other portable items including a digital microscope, a Roamer and a sensor kit.

### **Assessment:**

Assessment will take place at short-term and medium-term levels. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Assessments will be recorded using Target Tracker.

Short-term assessment will be an informal part of every lesson. The teacher will share the objectives for the lesson with the children and make sure they are clear what is being expected of them to successfully achieve the objective. This is a necessary part of AFL and will involve the teacher checking the children's understanding at the end of the session to inform future planning and lessons. Medium-term assessment will take place at the end of a Computing 'unit' and will cover the key objectives taken from the National Curriculum.

## **MANAGEMENT OF COMPUTING.**

### **Role of the co-ordinator:**

- Ensure all children are safe at all times using computing equipment in school, and are aware of how to stay safe using computing inside and outside of school.
- Ensure teachers are familiar with the National Curriculum and help them to plan.
- Liaise with the Alamo technical support engineer and regularly monitor the provision and distribution of computing within school.
- Prepare, organise and lead INSET, with the support of the Headteacher.

- Work co-operatively with the SENDCO to ensure provision for SEN pupils is good.
- Attend any network meetings about computing.

**Role of the Class Teacher:**

- To plan the use of computing lessons to both develop children's independence and range of skills using a range of programs.
- To give clear objectives at the start of lessons, and quality feedback at the end of sessions or projects.
- To model effective and safe use of equipment and programs, with special regard to online safety, and in line with the online safety policy.

**Role of the Headteacher:**

- With the computing governor, keep the governing body informed about the progress of computing.
- Ensure that computing remains a high profile in the school's development work.
- Budget for maintenance and upkeep of computing equipment.

## **Appendix**

### **Computing Curriculum from 2014.**

#### **Key Stage 1**

Pupils 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
- 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.

#### **Key Stage 2**

Pupils should be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating 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 works and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the 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
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.