Great Coates Primary School Computing Policy

Vision

At Great Coates Primary School, we recognise that Information and Communication Technology (ICT) is changing the lives of everyone. Computing equips pupils to use creative logical thinking to understand the world and solve problems. Through the teaching of 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 factor in enabling children to become successful learners, confident individuals, responsible citizens and effective contributors.

Teaching and Learning

The teaching style that we adopt is as active and practical as possible. While pupils are given direct instruction on how to use hardware or software we also encourage the trial and error approach to develop skills in problem solving and resilience.

We follow the Twinkl computing scheme which covers all areas of the National curriculum in a creative and challenging way. The scheme has been structured over a two-year-cycle (please see long-term plan). Children will receive one hour of Computing lessons once a week for two terms in a school year. The Computing co-ordinator will oversee the teaching of the scheme.

We also aim for individuals or groups of children to use technology to help them in whatever they are trying to study. We encourage the pupils to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited. The use of ICT should be visible in all classrooms, helping children to become independent learner e.g. using the Ipad for their own research.

Assessment, Recording and Reporting

Learners work and progress are assessed during lessons and on completion of work using a range of formative assessment processes e.g questioning, discussion and marking (as per the marking policy). Teachers should make a summative judgement in relation to the National Curriculum milestones. Work can be saved onto pupils' individuals folders. If applicable, final pieces of work can be printed out to be marked as assessed.

Resources

A variety of resources are available for children to use within school. Relevant equipment is collect by staff and it is their responsibility to ensure they are returned to their allocated places. Ipads are kept next to the upstairs printer and a key is stored in the SLT room. Ipads must be signed in and out by an adult staff member.

Joint year groups have allocated laptops available to them and a chosen class teacher will be responsible to look after the key. The list of ICT resources can be found in *Resources*. Both Ipads and laptops should be placed back onto charge after use.

E-Safety

Although we want children to access a variety of sources over the internet, they need to know how to be able to do this safely. Lessons should be taught individually focusing on the dangers of the internet and how to be safe as well as this being a focus when children use ICT within any lesson.

Although every effort has been made to keep children safe from certain websites at school, now and again inappropriate websites are found. If this happens, it is the duty of the teacher to record the website and alert an office staff member. They will then ensure that this website will be blocked.

As a school we will support all children in making sure that they are prepared for the future of ICT, for work and leisure, safely.

Equal opportunities

As a school it is our duty to always ensure that all children have equal access to ICT equipment at school and that we don't assume that all children have access to laptops, computers or Ipads at home. All children should be able to feel free to make mistakes and learn from these.

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to Computing Education in order to develop their personal capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Lessons may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both work set and outcome. We aim to teach children to up hold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

Policy Written by Lynn Deans (Computing Leader) December 2018

Next Review December 2020