West Winch Primary School
Computing Policy 2017

This policy should be read in conjunction with our school's E-Safety Policy

Aims and objectives

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 factor in enabling children to be confident, creative and independent learners.

The aims of Computing are to enable children:

- to develop Computing capability in finding, selecting and using information;
- to use Computing for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their Computing skills and knowledge to their learning in other areas;
- 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. For example, to learn about issues of security, confidentiality and accuracy;
- to prevent unauthorised use of the internet and the accidental or intentional viewing of inappropriate websites.

Teaching and learning style

As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them in whatever they are trying to study. We encourage the children to explore ways in which the use of Computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;

- providing resources of different complexity that are matched to the ability of the child;
- using aids and prompts to support the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Computing curriculum planning

Topic maps shows the Computing topics that the children study in a cross curricular way. Our long-term Computing plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan. The topics studied in Computing are planned to build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit so that the children are increasingly challenged as they move up through the school.

EYFS

We teach Computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the Computing aspects of the children's work to the objectives set out in the Development Matters/Early Learning Goals which underpin the curriculum planning for children aged three to five.

The contribution of Computing to teaching in other curriculum areas

Because of the cross curricular nature of Computing, the key skills are embedded across all curriculum areas to enhance and enrich learning.

Teaching Computing to children with SEN

At our school we teach Computing to all children, whatever their ability. Computing forms part of our curriculum policy, ensuring we provide a broad and balanced education for 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 different needs.

Assessment and recording

Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary.

Resources

The school has a wide range of Computing resources to enable all children to fully access the Computing National Curriculum.

Internet safety

The school network is protected by software for virus protection and also internet security, which prevents access to inappropriate websites. Internet & email rules are attached to this policy as appendix 1.

Computing Policy Adopted: Spring 2017
Computing Policy Review: Spring 2020

Heather Habbin - Chair of Governing Body

Appendix 1

West Winch Primary School – Internet and e-mail Rules

West Winch Primary School has provided computers with internet access to help our learning. These rules will help keep us safe and help us be fair to others.

Using the computers:

- I will only access the computer system with the login and password I have been given.
- I will not access other people's files.
- I will not bring in memory sticks from outside school and try to use them on the school computers.

Using the internet:

- I will ask permission from a teacher before using the internet.
- I will report any unpleasant material to my teacher immediately because this will help protect other pupils and myself.
- I understand that the school may check my computer files and may monitor the internet sites I visit.
- I will not complete and send forms without permission from my teacher.
- I will not give my full name, my home address or telephone number when completing forms.

Using e-mail:

- I will ask permission from a teacher before checking e-mail.
- I will immediately report any unpleasant messages sent to me because this would help protect other pupils and myself.
- I understand that e-mail messages I receive or send may be read by others.
- The messages I send will be polite and responsible.
- I will only e-mail people I know, or people my teacher has approved.
- I will not give my full name, my home address or telephone number.
- I will not use e-mail to arrange to meet someone outside school hours.