Computing Policy

Review Date: September 2021

Computing			
Date	**Review Date**	**Coordinator**	**Nominated Governor**
		Mr Rick Chipperfield	

We live in a rapidly changing world, one in which Computing plays an increasingly dominant role, and it is our responsibility to prepare our pupils for this world by ensuring their Computing skills are equal to the needs of society at large.

Work and leisure activities are becoming transformed by access to varied and developing technology, and pupils need to use Computing tools to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. They must use Computing to find, explore, analyze, exchange and present ideas. They learn how to employ Computing to use information responsibly, creatively and with discrimination.

The use of Computing promotes initiative and independent learning; skills vital to the modern world, and pupils need to make informed judgments about when and where to use Computing safely, and to best effect, and consider its positive and negative implications for its use in the world, both now and in the future.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aim

In developing skills in Computing we aim to enrich learning in all subject areas and for all pupils through the use of Computing across the curriculum, thus extending all subjects beyond their established boundaries, and enabling pupils to broaden their skills, knowledge and concepts further than traditionally accepted.

To work with other schools to share good practice in order to improve this policy

Objectives

- To develop their Computing capability across the curriculum.
- To understand the importance of the selection of information.
- To develop their skills in manipulating information so as to enable them to use hardware and software appropriately.
- To develop their ability to apply Computing to support their use of language and communication.
- To explore their attitudes towards Computing, its value for themselves, others and society.
- To develop good Health and Safety attitudes and practice.

Teaching Guidelines

Computing is regarded as a key skill, one that supports learning in other subjects.

The work covered at Key Stage 1 builds on the Early Learning Goal for Knowledge and Understanding of the World for children in the Foundation Stage. Pupils in Reception continue to develop their knowledge, understanding and skills through play activities and through direct teaching which begins to develop the skills needed in the use of Computing.

The acquisition of skills in Computing takes different forms. In order to access Computing pupils must be proficient in the specific skills needed to use the various pieces of equipment such as computers, cameras, tape and video recorders, keyboards, etc. These skills are taught discretely in the specific Computing lessons.

The application of these skills is then practised in other areas of the curriculum. The use of Word is practised in subjects that need to record learning in written or published form, Excel is used mainly in mathematics, geography and Computing, and digital media programs support all areas whenever possible. In this way Computing is not only a subject, but also a means of accessing and using information for all subjects.

Teachers use a range of learning and teaching styles, incorporating individual, pair, class and group work into lessons. Children are taught through discussion, practical activity, games, investigations, problem solving, recording and practice, consolidation, and regularly use Computing to record and support their work. The teaching style and methods are varied according to the subject matter and the pupils being taught.

We recognise the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all pupils, matching the challenge of the task to the ability of the pupil.

All pupils, regardless of race or gender, have the opportunity to develop Computing capability. The school promotes 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.

Teachers take great care to ensure pupils are aware of personal safety issues in using the World Wide Web, and all school computers carry safety barriers to prevent pupils accessing questionable sites. Children complete lesson focusing on e-safety, including how to deal with cyber bullying and learning not to share personal information.

Curriculum Planning

This is organised in three stages:

Long Term Planning

This is based on the National Curriculum for Computing, which details what is to be taught over the Key Stages and provides the topic basis for planning Computing activities for each year group. This is undertaken by the Computing coordinator and varies little from year to year, unless there are changes to the National Curriculum. It is monitored regularly and evaluated annually.

Medium Term Planning

This takes the long term plan and organises the teaching of Computing into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short Term Planning

Short term planning details the Computing activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons. These lessons are taken from the 'Switched on ICT' scheme in line with new curriculum requirements.

The teachers collaborate on the planning of Computing to ensure parity in provision and to share expertise.

Monitoring and assessment

The Computing curriculum is monitored on a regular basis by the Computing coordinator, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for Computing coordinators run by the local authority and other providers, as well as working alongside the coordinators at the collaboration schools.

There is no legal requirement for assessment against the end of key stage levels until the end of each key stage, when the National Curriculum assessments take place. However, in Key Stage Two we assess pupils against the end of key stage levels at the end of every year. This is a summative assessment and details what the pupils knows at that moment in time.

More important to the school, however, are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. These are incidental, form part of the classroom activities, and are used to inform the pupil's future learning. This is also recorded in the teachers assessment file.

Additional Educational Needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation. (See Teaching Guidelines)

However when a child has very specific additional needs, support is provided firstly by the school's internal organizational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often within the classroom, during the lessons. The Local Authority Psychological service (EPS) is called upon to provide guidance on the forms of assistance given by the support workers, and in some cases the EPS provides tutors who visit the school to support pupils with specific learning difficulties such as dyslexia or dyspraxia. We are very much aware the use of IT equipment can support and aid some pupils with learning difficulties, and ensure that this is available whenever necessary.

Pupils with Additional Educational Needs are placed upon Additional Educational Needs register, which records the support given, and provides each child with an individual education plan (IEP). Parents are given a report every six weeks, and when the pupil has achieved the necessary standard s/he is removed from the register. More details about this can be found in the school's AEN policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Head of School:	Mr R Chipperfield	Date:	

Surfleet Primary School

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Computing Policy			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	√	√	√	√			

Question	Equality Groups																								Conclusion	
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			**Undertake a full EIA if the answer is 'no' or 'not sure'**	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			**Undertake a full EIA if the answer is 'no' or 'not sure'**	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date