Computing Policy

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Date of policy review: July 2018
Next review: July 2019

Policy written by: James Troy Deputy Headteacher
Policy reviewed & passed by: Wellbeing Committee
Key person responsible: Linda O'Melia Headteacher

At St Theresa's School we believe that
"ICT is more than just another teaching tool……..improving the quality and standards of pupils' education is significant."
Initial Teacher Training National Curriculum for the use of ICT in Subject Learning (TTA1998)

1. Rationale

The teaching of Computing at KS1 and KS2 develops an understanding and knowledge of the vast technological world we live in. We aim to integrate Computing throughout the curriculum as an aide to support and enhance learning as well as teaching specific skills discreetly when necessary. Children will learn that the effective use of all forms of ICT is a vital skill needed in today's society and will have the opportunity to effectively analyse, process and present information, to measure and control external events and to model real and imaginary situations. They will also be taught to use the resources safely and responsibly.

2. Purpose

Through the delivery of our Computing curriculum we aim to;
- *Improve communication and presentation skills in a variety of forms.*
  Children will use text, graphics, images, graphing, video and sound to express ideas and present work, combining these forms where appropriate and having due regard to the audience.
- *Develop creative thinking and encourage independent investigation.*
  Children should be encouraged to use ICT creatively within the context of their current work. They should research and collect information for a particular purpose and use ICT to monitor, sort, store, classify and retrieve.
- *Encourage pupils to adopt safe and responsible practices when using ICT.*
  Through the teaching of the E-safety framework, pupils will learn to utilise ICT safely. *(see E-Safety Policy).*
- *Recognise the value of ICT in working practices and appreciate parallels to the wider world.*
  Children should recognise that ICT applications can extend and enhance work; they should appreciate the ways in which applications can relieve them of certain tasks thus freeing them to proceed with more complex investigations and decision making. In light of the new Computing curriculum September 2015 we encourage and develop the use of specific coding and programming skills to ensure a wider knowledge and understanding of creative computing.
- *Allow children the opportunity to apply their knowledge and skills to support their learning in other areas of the curriculum.*

3. Guidelines

3.1 Planning for Computing
- *Long-Term Planning* objectives are provided by the Barnet Primary ICT Framework and the Rising Stars computer science planning.
- *Medium-Term Planning* should refer to the Barnet Primary ICT Framework/Rising Stars objectives and reflect potential cross-curricular links.
- *Short-term Planning* should include Barnet Primary ICT Framework objectives/Rising Stars embedded within curriculum lesson plans.
- Where possible ICT should be used within all lessons to aide children's learning and understanding.

3.1 Teaching and Learning of Computing
- Children will be encouraged to work both individually and in groups to exchange ideas and share tasks.
- Group work will reflect equal involvement from all children.
- Computing activities and skills will be taught through a balance of teacher taught, peer taught and self-taught. Where necessary experts will be used to facilitate teaching.
- Children will be independent Computing learners and thus will be taught to set up and close down programs and locate, operate and store all ICT equipment safely.
- There will be a balance of group work and whole class ICT lessons.
- ICT will be used to benefit learning in all areas of the curriculum.
- The activities planned will allow children at different levels of ability to work independently and will allow scope for extension.

3.2 Assessment and Record Keeping
- Teachers should monitor children's progress in Computing, ensuring that work is adequately differentiated.
- Objectives should be highlighted when covered on the Framework.

4. Monitoring and Evaluation

- The Computing subject leader(s) will ensure continuity, progression and the consistent implementation of the ICT Policy, by monitoring lessons and planning.
- The Computing subject leader will be responsible for the purchasing of equipment and up-to-date resources.
- The Computing subject leader will provide colleagues with support and in-house training.
- The Computing subject leader will oversee the maintenance and upkeep of hardware, in agreement with specialist (technician) advice.
- Individual subject leaders are responsible for keeping up to date with their specific computing subject related resources.
- The Head Teacher is responsible for meeting statutory requirements.
- The Head Teacher is responsible for reviewing the Computing Development Plan.

5. Health and Safety

All computer equipment will be safety checked annually. Any damaged equipment or faults discovered will be reported immediately. Children will be expected to use the computer safely and sensibly e.g. not touching the plugs and switches or exiting unsaved work and to be aware of the dangers of trailing leads and cables.

Supervision of the children and the adjustment of lighting and seat height will be the responsibility of the teacher. Children will be expected to sit at a computer for no longer 45 minutes and the class teacher will be responsible for ensuring children refocus their eyes during this period (from screen to overhead). Information available to the children will be filtered by means of purchasing programmes designed specifically for use with primary age children. Safe and sensible use of equipment and information will be fostered and the children will be encouraged to take care of resources.

Safe guarding issues in Computing are dealt with in detail in our Internet and E-Safety Policy.

6. **Equal Opportunities**

Each and every child within the school, regardless of gender, ability, social and cultural background has an equal entitlement to I.C.T. capability. Teachers must be sensitive to this and avoid any practice that is inconsistent with this principle e.g., avoid cultivating class 'experts'. Flexible grouping of children according to age, gender, ability or interests will ensure equal access to the curriculum and account will be taken of the children's earlier experiences and differing access to I.C.T. in the home as far as feasible.

This version supersedes the Policy dated November 2017

Headteacher:		Date:	
Chair of Ratifying Committee / Governing Body:		Date:	