

# Great Smeaton Academy Primary

## School Computing Policy

We continue to develop a curriculum that is rooted in a creativity that gives the children the opportunities to learn through a range of teaching and learning styles across the year. Each curriculum policy reflects this and leads to our vision that we will **Create, Discover and Succeed** together. We will do this by:

- Connecting: seeing relationships and combining in new
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging
- Thinking: taking time for reflection and soft
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying different
- Elaborating: exploring, fiddling, doing the unnecessary

Tell me and I forget,  
Show me and I remember,  
Involve me and I understand

### 1 Aims and objectives

Great Smeaton Academy Primary School aims to prepare children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that Computer Studies are an important tool in both the society we live in and in the process of teaching and learning. Children use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ IT to enable rapid access to ideas and experiences from a wide range of sources. Our vision is for all teachers and learners in our school to become confident users of IT so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools for teaching & learning.

#### 1.2 The aims of Computing teaching are to enable children to:

- To enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities,
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the Computing National Curriculum,
- To use computing technologies as a tool to support teaching, learning and management across the curriculum,
- To provide children with opportunities to develop their computing capabilities in all areas specified by the Curriculum,

- To ensure computing technologies are used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities,
- To maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents and other agencies.

**1.3** In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups,
- the systematic progression through key stages 1 & 2,
- that the National Curriculum Programmes of Study and their associated strands, level descriptions and attainment target are given appropriate coverage,
- that all children have access to a range of computing resources,
- that computing experiences are focussed to enhance learning,
- that cross curricular links are exploited where appropriate,
- that children's experiences are monitored and evaluated,
- that resources are used to their full extent,
- that resources and equipment are kept up to date as much as possible,
- that staff skills and knowledge are kept up to date.

## **2 Teaching and learning style**

**2.1** Teaching and learning of computing skills are taught discretely as well as part of lessons across the curriculum. Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task,
- Different pace of working,
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support,
- Different outcomes expected.
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The Computing subject leader will review teachers' plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of computing capabilities.

## **3 Computing curriculum planning**

**3.1** Our school uses the National Curriculum for Computing and Statutory Framework for Early Years Foundation Stage.

**3.2** We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term) . The long-term plan maps the Computing topics studied in each term during the key stage. Through this we teach the knowledge, skills and understanding set out in the National Curriculum.

**3.3** The medium-term plans, give details of each unit of work for each term. The Computing subject leader is responsible for keeping and reviewing these plans. As we have mixed-age classes, we complete the medium-term planning on a two-year cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not repeat topics.

**3.4** The teacher writes the daily lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and computing subject leader discuss them at regular intervals.

## **4 The contribution of Computing to teaching in other curriculum areas**

### **4.1 English**

IT is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They learn how to improve the presentation of their work by using desk-top publishing software.

### **4.2 Mathematics**

Many IT activities build upon the mathematical skills of the children. Children use computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

### **4.3 Spiritual, moral, social and cultural development**

Computing makes a contribution to the teaching of SMSC and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and email. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse, and they also gain a knowledge and understanding of the interdependence of people around the world.

## **5 Inclusion**

**5.1** At Great Smeaton, we plan to provide for all children to achieve, including boys and girls, higher achieving children, gifted and talented children, those with SEN, children with disabilities, children from all social and cultural backgrounds, children who are in care and those subject to safeguarding, children from different ethnic groups and those from diverse linguistic backgrounds.

## **6 Resources**

**6.1** The school acknowledges the need continually to maintain, update and develop its resources and to make progress towards a consistent, compatible PC system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school.

Teachers are required to inform the computing lead of any faults as soon as they are noticed. Resources if not classroom based are located in Class One store cupboard.

A service level agreement with Northallerton School is currently in place to help support the co-ordinator to fulfil this role both in hardware and audio-visual. Computing network infrastructure and equipment has been sited so that :-

- Every classroom has a PC connected to the school network and an interactive whiteboard with audio, DVD and video facilities.
- There is a laptop trolley in school containing 15 laptops with Internet access available to use in classrooms.
- In each class, there is a computing area that features PCs that are connected to the internet and network
- There are 14 Nexus 7 Android Tablets for children to use.
- Each Class has 1 iPad.

## **7 Monitoring and review**

**7.1** The subject leader is responsible for the standard of children's work and for the quality of teaching in computing. The work of the subject leader also involves supporting colleagues in the teaching of computing, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The computing subject leader is responsible for giving the Head Teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The computing subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.