

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Computing Policy November 2021

- **A creative, inspiring school**
- **A place to learn 'People Skills' to prepare us to become good citizens**
- **A happy place that nurtures individual childrens talents**
- **A happy, healthy, safe place to learn how to look after our bodies and minds.**

ST JOHN THE BAPTIST PRIMARY SCHOOL,
COLWICK

INFORMATION & COMMUNICATION TECHNOLOGY POLICY

1a) GENERAL AIMS:

- To encourage children to develop positive attitudes towards computing.
- To develop children's understanding of the potential and importance of computing.
- To teach children to be confident in its use.
- To enhance learning in other areas of the curriculum.
- To develop positive attitudes towards computing.

As a school we ensure that:-

- Computing skills taught in discreet sessions.
- Computing is used to effectively enhance the teaching and learning, literacy and numeracy.
- Computing is used to help deliver a creative thematic curriculum.
- Computing is embedded within the rest of the school environment, beyond computing lessons.

1b) OBJECTIVES

- To make accessible provision of appropriate resources.
- To provide a structured framework which provides a coherent, consistent teaching approach based on the new National Curriculum coverage.
- To develop children's independence and skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work.
- To be aware of the advantages and disadvantages of computing.

2) PRINCIPLES OF LEARNING

ICT makes an increasing contribution to all aspects of everyday life, having many far-reaching effects. It is continually changing and children need to be aware of these changes. Children are eager to explore computing and this eagerness can help in the development of attitudes and values such as interest/curiosity, a willingness to co-operate and collaborate, perseverance, decision-making and self-appraisal. We need to ensure that these qualities are developed by both encouraging the children and presenting a good model.

3) TEACHING AND PLANNING

Teachers plan their computing lessons from the National Curriculum and we use Purple Mash to break down these objectives ever further.

Teachers use the curriculum and scheme to plan discreet computing skill sessions as well as highlighting ICT opportunities within medium term planning (MTP) for the curriculum and short term for literacy and numeracy planning (STP).

4) CLASSROOM DELIVERY

Teachers use a range of computing resources and equipment to support the teaching and learning in each classroom environment and are provided with a laptop and ipad of their own to support pupils learning and their own professional work.

All classrooms are fitted with a Promethan interactive whiteboard or digital screen. Training is provided for individual class teachers.

Every class has access to their own digital camera as well as other “pupil” friendly ones being available. The school is well resourced with other numerous computing equipment including roamers, voice recorders, etc.

The responsibility for monitoring the classroom delivery of computing lies with the Head who will observe classroom practice on a regular basis and ensure that the policy is put into practice throughout the school.

5) MANAGEMENT AND THE ROLE OF THE CO-ORDINATOR

The role of the computing co-ordinator is:

- To keep him/herself informed of the latest developments and requirements for the teaching of the subject.
- To provide advice, support and training for the teaching of the subject throughout the School, including the leading of staff meetings, training for support staff and presentations to parents where appropriate.
- To use the release time provided to see computing taught throughout the school and to assist the Head in maintaining the application of the Policy to classroom practice.
- To ensure the provision of adequate resources for the teaching of computing within the budget and to maintain all software and hardware.
- To moderate teacher assessment in computing and collect samples of work.

6) ASSESSMENT AND RECORDING

Computing capability is largely concerned with processes - the children’s ability to use ICT as a tool. Assessment will take place by discussion with the pupils, by observing them and watching them carrying out real tasks. Day to day assessment is catered for within the existing scheme of work. Teachers will also carry out end of year summative assessment task and

identify if key objectives have been met. Assessment is related against the Switched On scheme we follow.

7) SPECIAL NEEDS

This Policy requires access to the computing curriculum for all children including those at both ends of the spectrum of special needs. This will involve the differentiation of work and will be indicated on the teachers short term planning. Provision can be applied for pupils who would require computing to support them accessing the curriculum. This is organised through the school SENCO.

8) EQUAL OPPORTUNITIES

The computing curriculum is open to full access for all children regardless of ethnicity, socio-economic background and gender. We aim to ensure that the subject has equal appeal for both genders. As teachers we will aim to avoid stereotyping in lessons, selection of material and selection of activity.

9) RESOURCES

The computing co-ordinator is responsible for ensuring adequate resources for the teaching of the subject and for making them easily accessible to children. Staff meetings are planned to support staff development and share good practice.

10) EVALUATION

Delivery of this Policy will be reviewed against the following success criterion:

- Evidence, from assessments and observation, of increasing computing competence and awareness.

11) REVIEW DATE

The Governing Body of the Curriculum or other appropriate Committee will review this policy every two years from the date of its initial adoption by the Governing Body.

Reviewed: November 2021

Review date: November 2022

Reviewed by : Mr N Mazzotti
Governor :