

Marston Moreteyne VC School

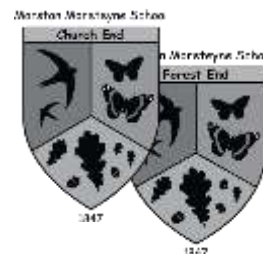


COMPUTING POLICY

January 2025



Marston Moreteyne VC School



Policy for Understanding of the World: Computing

September 2024

Rationale

Computing education prepares pupils to use computational thinking and creativity to participate in the rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing use of information technology.

We promote Computing as an important tool for teaching and learning, and as part of the modern society we live in. Pupils use a variety of hardware and software to find, explore, analyse, exchange and present information.

We encourage children to be responsible digital citizens, promoting their knowledge of online safety and self-protection when using technology. We incorporate learning of media literacy, IT, and computing skills to enable rapid access to diverse ideas and experiences.

Our vision for Computing across the school is for all teachers and learners to become confident users of computers and technological devices, developing the knowledge, understanding, and skills of IT resources effectively as powerful tools for teaching & learning.

Aims

Our aims are to:

- Provide continuity and progression through the Computing Curriculum
- Develop a clear understanding of e-safety issues.
- Foster a healthy relationship with computers and promote the understanding of a digital footprint.
- enhance Computing skills, and the ability to use them appropriately to develop their knowledge and understanding of information they may have gathered
- build confidence in the use of IT seeing the possibilities of incorporating its use in varying aspects of their work
- motivate and inspire pupils to raise their standards of work
- encourage problem-solving, investigative and expressive work
- develop an appreciation, and value the use of, Computing respectfully in the context of the wider world
- ensure all pupils and staff become more confident users of Computing technology and IT
- familiarise children with subject specific vocabulary, digital processes and computer programming
- foster group work, sharing and collaboration between peers

- to offer children the opportunity to access a variety of hardware and software

Principles of the Teaching and Learning of Computing

Computing is a pivotal component of modern education because:

- The children are entering a world where digital literacy, in its varying forms, is a significant part of everyday life.
- It helps children understand the importance of staying safe when accessing online content and other types of media
- It develops logical thinking and reasoning to support the understanding of computer science.
- The acceptance of the computer and other technologies are an **essential** part of the home environment and workplace, children need to be both aware of and prepared for this.
- It shows children how to look after themselves and others when online.
- It prepares children to participate in this rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.
- Children need to be able to use IT tools to find, explore, analyse, exchange and present information responsibly, creatively and be discerning in evaluating digital content.
- Children need to learn how to employ IT to enable rapid access to ideas and experiences from a wide range of sources, people, communities and culture.

The Computing curriculum can be delivered using a thematic approach that supports topic work through the Cornerstone curriculum. However, it is also recognized that it may be taught discretely and is crucial for reinforcing teaching in other areas of the curriculum, such as extended work in mathematics. Full coverage of the Computing curriculum will be ensured by referencing the skills outlined by the National Curriculum. The class teacher will check coverage against the computing skills document, which will be monitored through observation and sharing of evidence by the computing team.

Each class is allocated time in the Computer Suite at our Church End site and timetabled access to laptops/iPads at our Forest End site to cover the Computing curriculum. The subject is often integrated to ensure that, where possible, Computing is delivered in a topic-based manner. In addition, iPads are available for the children to support the purposeful development of Computing by encouraging research, allowing for creative use of IT in lessons outside of the Computer Suite, and for developing collaborative work. These devices are also used to enhance other curriculum areas, such as video recording speaking and listening activities in Literacy. All teachers have a class learning screen to show digital content and assist in developing lessons to include digital content. Every teacher has an iPad to support assessment, using AirPlay technology to stream examples of work onto the class interactive whiteboard.

The principles of teaching and learning computing in education emphasize the importance of digital literacy in everyday life, promote online safety and responsible media use, and

encourage logical thinking and reasoning skills. These principles prepare students for a technology-driven world by teaching them to use IT tools responsibly and creatively.

Equal Opportunities and Special Needs

The school recognises the advantages of the use of IT by children with special educational needs. Laptops are also used during interventions in order to use IT within these sessions. Targets on children's IEPs are recorded throughout the year and are supported using specific programs e.g. 2type (Simple software) and a plethora of Maths activities.

These programs are used to:

- Address children's individual needs to increase access to the curriculum
- Improve language skills
- Improve basic maths skills
- Improve computer literacy
- Support and assist with their individual needs

We provide additional use of devices for children in Acorns/KS1/KS2, to access their learning.

Pupil Progress and Achievement - Quality of Teaching, Tracking and Assessment

Informal formative assessment is a continuous process conducted through observation by the teacher or HLTA during sessions. Throughout the year, the Senior Leadership Team and/or the Computing Coordinator will conduct observations to support staff in evaluating the quality of teaching and learning within Computing.

To inform judgements, all staff will use an online folder to gather evidence of computing work. Formal assessments of children's computing work will be conducted at the end of each term in accordance with the school's Assessment Policy.

Parent/Carer Support

- Parents will receive information about topics to be covered in termly newsletters and via the learning platform.
- They will be informed of the progress and experiences their children have had in termly parent meetings and written reports.
- They will be invited to assemblies, shows and other events taking place in the school. Their participation and help will be encouraged.
- Parents are encouraged to use the VLE to keep up to date with events at school and regular displays and information sessions help to promote the safe use of the Internet and VLE at home in school.

Monitoring and Review

The implementation of this policy will be monitored and evaluated on an annual basis by the designated co-ordinator who will report to the Headteacher. The school has also identified a designated Governor who will meet with and liaise with the co-ordinator.

This policy will be reviewed every two years or sooner if appropriate.

Policy review date:

January 2026

Reviewed by M.Royden