Grewelthorpe & Fountains CE Primary Schools Federation

Computing Policy

Vision

As a Federation our vision is to create an engaging, inspiring enquiry-based curriculum supported by a well-resourced environment where pupils believe in themselves and are engaged in their learning. We aim to create a curriculum where pupils learn to become confident in the use of COMPUTING to enhance all aspects of their learning experience. We want all our pupils to have a love for learning and to achieve their full potential and flourish in COMPUTING.

Intent

At Fountains & Grewelthorpe Federation we believe that Computing is central to the education of all children. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks and prepare them for society which is served by an ever increasing use of Computing.

With the knowledge that Computing will undoubtedly form a major part in the children's life at home, in further education and places of work, we ensure the Computing experiences and abilities that the children are equipped with, are effective and transferrable life skills. Pupils are encouraged to develop a confident and safe approach to the use of ICT .With this in mind, the current curriculum provision for Computing ensures that children's learning is supported with modern technology and skills, which teachers continually monitor and assess.

Implementation:

- We provide each year group with at least 1 hour of high quality, discreet Computing teaching per week.
- The Computing curriculum is cross-curricular allowing children and teachers to make meaningful links across and through other subjects.
- Teachers model the use of ICT during whole class teaching.
- There is a variety of technology available to pupils to support the current curriculum.
- The school web site will be updated each week to share pupils learning in school. Each class page will also include learning materials which pupils may access from their home computers.
- ICT is one tool which we use to help support pupils needing further support and intervention.
- We invest in new technologies when needed to ensure children can access the whole curriculum.
- We are supported by Yorkshire Causeway Schools Trust, with the aim of solving any ICT software/ hardware issues that may arise.

- Web sites will be first evaluated by staff to protect pupils from undesirable materials, content adviser will be used to prompt before downloading potentially unsafe content, unsigned ActiveX controls will not be downloaded, 'free- surfing' of the net will not be permitted. North Yorkshire Internet content filtering is in place.
- Computers will at all times be available and ready for use in classrooms and shared areas.

Aims of Computing

The Federation aims to provide a rich and stimulating environment where Computing is embedded through all areas of the curriculum.

- To provide all pupils with the National Curriculum Computing requirements
- To develop children's individual Computing capability and understanding
- To ensure all children know how to stay safe online
- To enhance teaching and learning in other areas of the curriculum by cross-curricular use of ICT.
- To ensure pupils develop a positive attitude to Computing and develop their Computing capability through both independent and collaborative working.
- To encourage pupils to develop an understanding of the uses, importance and limitations of Computing in the modern world including the need to avoid undesirable materials.
- To equip pupils with the confidence and capability to use Computing throughout their education, home and further work life.
- To recognise the potential, and deepen the necessity of ICT in everyday life.

CROSS-CURRICULAR LINKS

Computing is cross-curricular in nature and is an integral part of all other areas of the curriculum. Specific skills can be transferred and developed through all areas for example persuasive writing in Literacy can be transferred into film or a poster advert using Powerpoint or imovie. Programmes are available to develop numeracy and phonic skills. Recordings can be made of musical arrangements. Websites are explored by staff and used to aid teaching in maths, for example TTRockstars.
However, in order to develop pupils' Computing skills we devote a considerable amount of our teaching time to this subject in its own right.

PLANNING

- Computing activities will be planned and clearly identified on long and short term plans.
- Pupil entitlement will be equal to at least one hour per week via discreet Computing lessons and through subjects or topics.

- Computing will be included at all levels of curriculum planning for most subject areas.
- Specific reference will be made to the planning of Computing in both literacy and numeracy.
- Computing will be differentiated by provision of additional support and extension activities where appropriate. Some resources are specifically targeted to support children with SEN with the aim of raising standards in literacy and numeracy.
- Children's Computing capability will be monitored and assessed in accordance with the school's assessment and recording policy.
- Regular monitoring/reviewing/revising of weekly and medium term plans takes place. This is led by members of the SLT, the Computing co-ordinator.

ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy.
Assessment is an integral part of the planning process. We gather evidence for assessment through planned opportunities for observation, pupil consultation, self-assessment, formal assessment etc. This evidence helps to inform the teacher at what level the individual child is working at and is recorded throughout the year.
This knowledge is used to inform our next year's planning and to monitor children's progress.
Both formative and summative assessments inform planning and target setting for individuals and groups.

ASSESSMENT FOR LEARNING

Assessment for learning, leading to personalised learning, is embedded in the teaching and learning of Computing. Planning involves learners taking into account previous knowledge, skills and understanding. Learning is facilitated in a variety of ways that takes into account learning preferences.

Learning intentions, separated from the context for learning is shared in each lesson, together with reference to learning to learn skills where appropriate. Children understand where the learning intention for each lesson fits into the 'big' picture of the learning journey.

Product success criteria is given or generated within lessons as an aide memoir for learners as a tool to facilitate pupil/peer and teacher evaluation and feedback.

Teachers use higher order question skills (such as Bloom's Taxomony) to enhance thinking skills.

Children have regular opportunity to reflect on their learning during and at the end of lessons both to celebrate achievement and consider their next steps and targets for improvement.

INCLUSION

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment, which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.
Work is diversified and differentiated to allow learners to experience success at their optimum level and targets a range of learning styles that include visual, auditory kinaesthetic formats.

EQUAL OPPORTUNITIES

All children are provided with equal access to the Computing curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.
Equal opportunities in Computing are addressed as follows:

- Pupils with special needs have equal access to the Computing curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and standard English encouraged through using a range of talking programmes.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the Computing curriculum.

MARKING

Our marking is analytical and informative to teacher, pupil and parent and aims to celebrate success whilst taking the child forward in terms of their learning. Marking is a central tool of assessment. Self-marking and peer marking are also encouraged and provide a useful assessment tool.

ROLE OF SUBJECT LEADER

The Subject Leader for Computing is Lynsey Rogers (Fountains). The subject leader has a leading role in the development of federaton policy and approach in Computing and aims to gain the requisite expertise through INSET and research.
The Subject Leader should be responsible for improving the standards of teaching and learning in Computing through:
Monitoring and evaluating Computing: -

- Pupil progress
- Provision of ICT (including Intervention and Support programmes)

- The quality of the Learning Environment;
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources, hardware and software will be reviewed each year in line with the school Computing development plan
- Keeping up to date with recent Computing developments

STAFF DEVELOPMENT AND TRAINING

Staff development and training is provided in the following ways:
- Needs audit and planning for professional development.
- School based INSET led by Subject Leaders or outside agencies. (Delivery of distance training materials is included in this.)
- Liaison with inspectorate and advisory service.
- Working alongside other teachers or visiting other classrooms as an observer.

(Sharing good practice. Supporting NQTs.)
Training will be available each year for all school staff provided in school or by the LDLT advisory staff.

MONITORING AND EVALUATION OF THE COMPUTING POLICY

The effectiveness of the policy will be monitored during the year through:
- Monitoring of teaching and learning by the SMT
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupil's work
- Target setting across year groups.

The following criteria can be used as a measure of success:

1. Have the learning targets been achieved?
2. Have standards improved?
3. Is there whole-school consistency?
4. Has any part of the policy been difficult/impossible to achieve?

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	**Computing Policy**
Signed Chair of Governors:	**R Bain**
Governors Meeting Ratified:	**Spring 24**
Review Date:	**Spring 25**
Review schedule	**Annually**