

THOMAS RUSSELL INFANTS' SCHOOL

COMPUTING POLICY

1. Introduction

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

2. Aims and Objectives

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

3. Teaching and Learning Style

Computing skills are taught on a weekly basis following the Entrust Scheme of Work. Children are able to apply their skills cross curricular and may, for example, use Beebots in maths to practise positional language, laptops in English to word process a piece of

writing, iPads in maths to use a maths app. The computing curriculum allows the children to develop skills that can be applied into other subjects.

Children access the internet to support their learning. All children are taught the ways to stay safe on-line as part of e-safety. Each class displays a code of conduct for using computers and iPads.

4. I.C.T. Curriculum Planning

- 1)** The school uses the Entrust Scheme of Work which covers the National Curriculum requirements for Computing.

- 2)** The scheme of work provides an overview of topics to be taught across the year.

- 3)** Our medium term plans, which we have adopted from the scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and individual year groups complete their own MTP's.

- 4)** The class teacher is responsible for writing short term plans for weekly computing lessons. These plans list the specific learning objectives of each lesson. The class teacher keeps an annotated record of these plans that are viewed and monitored by the Computing coordinator on a termly basis.

5. Foundation Stage

The Entrust Scheme of Work includes units of study for the Early Years Foundation Stage, which covers the Early Learning Goals for the end of the Foundation Stage Year.

6. The Contribution of I.C.T. to teaching in other curriculum areas.

Computing skills are used on a daily basis. Each classroom has an interactive whiteboard which is used to support teaching and learning. The children access a range of resources to support their learning in all subject areas.

7. Teaching I.C.T. to children with Special Needs

At Thomas Russell Infants' School we teach computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties.

8. Assessment and Recording

Teachers assess children's work in computing by making informal judgements as they (or Teaching Assistants) observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work covered. The work can be assessed in a variety of ways, determined by ability and the activity being undertaken. This assessment can be in the form of discussion, the child commenting on the activity and describing their reasons for making certain choices, specific activities planned to assess skills and computer literacy or by observations carried out by the teacher, or T.A. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the academic year. Teachers record assessments on monitoring grids and pass to next teacher.

This policy is reviewed annually.

Last reviewed November 2015

Next review due: November 2016