

HIGHFIELD PRIMARY SCHOOL

COMPUTING

03/11/2014

This policy with the introduction of the new National Curriculum 2014

OUR VISION

Through the Computing curriculum our children will be enthused about learning, able to solve their own problems and are prepared for a technology rich future. We embed it across the curriculum as it is a relevant, important and useful subject.

AIMS

The aims at Highfield are that the children will be able: -

- To develop individual children's confidence in their computing capabilities.
- To enhance, enrich and extend teaching and learning across the curriculum.
- To learn computing skills that are specified within the National Curriculum.
- To stimulate an interest in technology.
- To develop computing as a tool for learning and investigation in all subjects.
- To develop an understanding how to use technological platforms appropriately and safely.

OBJECTIVES

Pupils will be taught:

- a range of practical skills and be given opportunities to use them in meaningful activities.
- handle, store and use technological platforms correctly and safely.
- to write a simple program and change or adapt it where appropriate
- keyboard familiarity.
- to begin to understand how the internet works
- esafety

Pupils will be encouraged to develop:

- a positive attitude to computing.
- interest, motivation, pleasure and enjoyment in the use of computing.
- recognition of the power and relevance of computing.
- satisfaction from a sense of achievement.
- confidence in the ability to apply and use knowledge of computing.

Pupils will be given opportunities to reflect on:

- the everyday uses of computing and the use of programmable devices.
- types of information, relevant to their interests, that can be stored in the computer.
- some of the effects that computers have on themselves, society and the community.

CURRICULUM

Presently computing is taught as a subject to develop the basic skills required. Computing will also be integrated into the programme of topics followed throughout the school. The scheme of work for computing will outline a progression of skills and experiences which will ensure a balanced delivery across the curriculum, meeting the requirements of the National Curriculum.

Use of Junior School Science planning and short term planning for computing is the responsibility of individual class teachers in conjunction with the computing coordinators. The implementation of those plans is the responsibility of the individual class teacher.

STRATEGIES FOR THE USE OF INFORMATION TECHNOLOGY

Technology is seen as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning.

The general aim is to carry out the National Curriculum requirements by integrating the computer into the work being done in school. The guiding philosophy must be to use the computer where its speed, power, graphics or interactive potential can enhance and improve the quality of the work undertaken. There are many opportunities for making links between teaching computing and work in other subjects. These links will be made by the class teacher at the short term planning stage.

Opportunities to set worthwhile tasks that can be completed outside formal teaching time will be used – such as collecting data and producing first drafts.

Computing can enhance teaching by making learning more practical and giving access to new experiences.

The children need to use computing in school to enhance and extend learning and to gain confidence and the capability to use computing in later life.

The skills we hope to develop by using technology across the curriculum are: -

1. to acquire and develop the skills associated with using technology to pass on ideas by communicating, presenting and exchanging information
2. research and handle information
3. make things happen by controlling and monitoring events
4. try things out by modelling real and imaginary situations
5. to acquire and refine the techniques eg saving, copying, checking the accuracy of input and output needed to use different technologies

STRATEGIES FOR ENSURING PROGRESSION AND CONTINUITY

To ensure children make progress in computing

- all children in Key stage 1 and 2 will have an hour computing lesson each week in the computing suite
- all children in Reception will have access to technology in their classrooms
- suggestions for computing activities are developed by the co-ordinator and are laid down in the scheme of work. Software use throughout the school has been carefully mapped out to ensure that pupils' experience is continuous and progressive.
- From using single forms of information to combining different types of information

STRATEGIES FOR RECORDING AND REPORTING

Reporting to parents is done on

- twice a year through parents evening
- annually through a written report

TEACHING AND LEARNING STRATEGIES

The teaching of Computing is approached in a number of different ways:

- Individual teaching - to include one to one teaching
- Whole-class and large group teaching
- Small group work - organised by comparable ability, mixed ability, friendship or randomly.

Effective teaching, regardless of the organisation to be used in the classroom, requires a wide range of techniques to be utilised by the teaching staff. These include explaining, instructing, questioning, observing, assessing, diagnosing and providing feedback.

RESPONSIBILITIES

The role of the Computing Co-ordinators

- to promote Computing within the school.
- to monitor the implementation of the Computing scheme of work.
- to act as a support and catalyst for change.
- to work with colleagues in the provision of support and guidance in all matters related to Computing.
- to review and introduce new software programs and hardware as the needs arise.
- to provide a good example of the use of technologies within the classroom.
- to encourage parental involvement in computing.
- to ensure there is equality of opportunity in the use of computing.

The role of class teachers

- to ensure the computing scheme of work is implemented in the classroom.
- to ensure that there is equality of opportunity in the use of computing in the classroom.
- to maintain the good condition of computing equipment within the classroom and inform the technician of any problems as soon as they arise.