

RIVERVIEW JUNIOR SCHOOL



Computing Policy

Mr Crawford
September 2020

Review every other year

Computing Policy

Riverview Junior School Computing Policy

Vision

100% of our children will be personally and academically ready for the next stage of their educational career by;

Key Aspirations

This vision is enshrined in key aspirations;

- An absolute focus on raising the educational and personal standards for all.
- For Riverview to be a model of excellence within the Pathway trust and have an impact beyond their own site for the good of the children across the area.
- Partnering for Performance to develop a collaborative, supportive and nurturing environment for all stakeholders
- Raising Attitude & Aptitude to ensure we are consistently good or better.
- **WELL BEING** is paramount for ALL and children learn in a safe, fair and fun environment which leads to life-long, independent learning

We are aiming to promote educational and personal standards. The promotion of our personal standards are strengthened through our Core Values:



Rationale for computing

'Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world'

Taken from 'Computing in the National Curriculum: A guide for primary teachers'

Computing is a valued part of the school's curriculum. It allows children to learn to design, write and debug programs, write algorithms and work with a variety of inputs and outputs. It provides opportunities for children to communicate and collaborate while gaining an understanding for how computer networks and services work, including the internet and World Wide Web. Through these learning opportunities, children are also taught how to use technology safely, respectfully and responsibly. It is important that children leave school knowing and recognising acceptable and unacceptable behaviour online and are able to identify ways to report their concerns.

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Aims

At Riverview Junior School we aim

- to meet the requirement of the National Curriculum
- to create a safe learning environment that inspires all members of the school community to experience a range of digital devices and engage with technology
- to enable all children to become autonomous users of computing so they will become active participants in a digital world
- to embed computing across the curriculum enabling all children to reach the highest possible standards of achievement
- for children, parents, staff, governors and the wider community to have relevant and meaningful experiences using computing
- ensure that pupils are aware of the potential dangers associated with the digital world and know how to deal with situations should they arise
- to use digital devices to enrich pupils learning and develop an imaginative and creative curriculum.

The national curriculum states that for KS2, pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Teaching and Learning

Computing planning is based on the Rising Stars, Switch On Computing scheme. Children have 1 hour a week computing session and within this session have access to school laptops, where all children have access to a computer. We teach through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity to work both on their own and collaborate with others, listening to other children's ideas and treating these with respect. Each year group will teach a number of key skills which build upon previous learning, which are designed to increase pupil's understanding of computer science, information technology and digital literacy. A variety of resources are provided for the children which include hardware and software.

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E-safety

A progressive e-safety curriculum ensures that all pupils are able to develop skills to keep them safe online. Opportunities for learning about e-Safety are part of both computing lessons and PSHE and reinforced whenever technology is used. Parents and pupils sign an acceptable user policy together when a pupil first starts at the school. The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying. Opportunities are taken whenever possible to reinforce messages of a healthy life style.

The school has an e-safety policy in place that details how the principles of e-safety will be promoted and monitored.

Assessment for Learning

Teacher assessment takes place throughout each topic. At the end of each unit, assessment against specific criteria are completed within Target Tracker. The children's performance and achievement is measured as W, W+, B, B+, S, S+ within each band (See Assessment Policy).

Assessment is carried out using:

- Observations of pupils as they work
- Discussion as they work
- Oral questioning to encourage discussion
- Self-evaluation of written work

Differentiation

In all classes, there are children of differing abilities and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be academically more able (AMA) or those who have additional needs (AEN)) by matching the challenge of the task to the ability of the child. Children will often work in mixed ability groups in order to support and learn collaboratively from each other. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum

Monitoring

The Computing subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Computing. Monitoring is carried out through pupil discussion, discussions with teachers and through looking at pupils' work in an electronic portfolio. The subject leader is responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing leader conducts regular audits of the training needs of teachers and teaching assistants and provides CPD opportunities to improve their subject knowledge and confidence. The subject leader will complete an annual report where they evaluate the strengths and areas for development in the subject.

September 2020.

Chair of Governors:.....

Date:.....

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