**The Royal (Crown Aided) First School**

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**Computing Policy**

***“Inspired to learn”***

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| Date reviewed: | February 2016 |
| Date of next review: | February 2018 |
| To be reviewed by: | Headteacher/Teacher |

This is a live policy and the Head Teacher is responsible for maintaining its accuracy. Any required amendments should be sent direct to the document owner.

### Introduction

As computing underpins today’s modern lifestyle it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world.

### Vision

Our vision looks towards technology use that will enhance the provision for all within the school and in linking to the wider community. It should provide inspiration for learning opportunities within and beyond the curriculum, supporting the work/life balance for all by providing flexibility of access and efficient administrative systems.

**Aims**

The aim of the Computing (Information & Communication Technology) programme is to ensure children:

* Receive equal access to ICT.
* Enjoy using ICT and learn to tackle all applications with confidence and a sense of achievement.
* Develop practical skills in the use of ICT and the ability to apply these skills in their work across the curriculum.
* Be given the opportunity to use ICT creatively in its own right and in support of their learning in other curriculum areas.
* Understand the capabilities and limitations of ICT and the implications and consequences of its use.

**National curriculum – broad outline**

Computing is a core subject of the National Curriculum. Teachers are expected to have a good knowledge of the programmes of study relevant to the age group they are teaching.

We follow the current policies and teachers are kept up to date with relevant changes by the co-ordinator at staff meetings.

Although a few children may need to work at levels above or below those indicated, the majority will focus on the following levels:;

 Foundation Stage {R ELG / P Levels for SEN

 Key Stage 1 {Y1 level 1 and 2

 {Y2 level 2 and 3

 Key Stage 2 {Y3 level 2, 3 and 4

 {Y4 level 3 and 4

Children in the Windsor Schools System work at Key Stage 1 and the first two years of Key Stage 2 in the First Schools.

**The foundations stage curriculum**
(taken from Curriculum guidance for the foundation stage)

* All children from the age of three should begin to show an interest in ICT.
* During the Foundation Stage, children should have opportunities to find out about and identify the uses of everyday technology and use ICT and programmable toys to support their learning.
* Children with special educational needs and/or disabilities need to be provided with access to appropriate resources.

**Practitioners should;**

* Give opportunities for the use of ICT to develop skills across the areas of learning.
* Encourage children to observe and talk about the use of ICT in the environment.
* Encourage children to show each other how to use ICT equipment.

**KS1 & KS2 national curriculum**
The National Curriculum defines that;

“During key stage 1 pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software".

“**During key stage 2** pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.”

The National Curriculum divides ICT into four areas, which for KS1 and KS2 are;

* **Finding things out.**
* **Developing ideas and making things happen.**
* **Exchanging ideas and making things happen.**
* **Reviewing, modifying and evaluating work as it progresses.**

**Knowledge, skills & understanding**

During the key stages, pupils will be taught the Knowledge, skills and understanding through;

* Working with a range of information to investigate the different ways it can be presented.
* Exploring a variety of ICT tools.
* Talking about and investigating the uses of ICT inside and outside of school.

The Knowledge, skills and understanding of ICT (addressed in the National Curriculum) are planned and taught as part of the ICT Scheme of Work, which is regularly reviewed and used by all staff. New developments will be trialled and embedded if successful.

**Time, organisation and teaching methods**

The time spent on I.C.T. at both Key Stages reflects the guidance in the I.C.T. Q.C.A. document ‘Designing & Timetabling the Primary Curriculum’ 2002.

Classes of mixed ability and year groups vary according to intake and year group sizes.

Teaching methods are varied according to need and the individual’s preference at any given time. The activity under consideration and the location of such an activity will be taken into account. At both key stages ICT will be taught as activities for a whole class, small group or individuals as appropriate.

All children are provided with equal access to the ICT curriculum.

# Planning

Long, medium and short-term plans are produced by each teacher and agreed with the head teacher. Teacher’s liase closely to ensure that the planning meets the requirements laid down in the current guidelines.

The schemes of work for K.S.1 and K.S.2 produced by the Q.C.A. and L.C.P. are used for planning purposes to support N.C. objectives.

# Use of I.C.T. across the curriculum

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects

KS1 There are no statutory requirements to teach the use of ICT in the programmes of study for the non-core foundation subjects. Teachers should use their judgement to decide where it is appropriate to teach the use of ICT across these subjects at key stage 1.

KS2 There are statutory requirements to use ICT in all subjects, except physical education.

**Every child matters**

## Our aim is for every child, whatever their background or their circumstances, to have the support in Literacy lessons they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

# Inclusion

At our school we teach ICT to all children, whatever their ability and individual needs. ICT implements the school curriculum policy of providing a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

## Special needs

Differentiated planning, appropriate resources and teaching assistant and class teacher support will provide classroom support for those children, who find learning and practical activities difficult. The P Levels can be used for assessing ICT for children with SEN.

## Gifted and talented

Classroom support for those children who share a special aptitude and/ or potential in I.C.T. will be provided through differentiated planning, appropriate resources and teaching assistant and class teacher support.

# Assessment, marking and recording

Both formative and summative assessment takes place continually and children are encouraged to develop both self-evaluation and self-assessment skills as they progress through the school. Progress is recorded in the Annual reports to parents, copies of which are kept in individual files for reference.

## Moderation

All staff are involved in moderation to maintain a consistency of standards throughout the school and to ensure progression.

## Health & safety

Staffs undertake to make sure that health and safety procedures are observed. Please also refer to the E-Safety Policy and ICT Health & Safety Document.

Pupils will be made aware of;

* Hazards and risks to themselves and others when using ICT eg. IWB, Internet.
* The steps they take to control risks eg. Rules for the Internet, Rules for the IWB.
* The action to be taken if risks occur
* How to manage their environment to ensure health and safety of themselves and others.

# Resources

Our school has a wide range of resources to support the teaching of ICT across the school. Classrooms have a range of basic resources, with the more specialised equipment and networked / scheme software CDs being kept in Cygnets Classroom by the ICT Subject Leader.

#### Virtual learning environment

The vision for our Virtual Learning Environment is a world where ICT is fully integrated into the way our school works, where every user has access to appropriate information when and where they need it, and tools to enable them to be as effective as possible.

**Other related policies**

The ICT policy should be read in conjunction with the following policies in school:

E-Safety; RBWM Responsible use of WAMIE, Assessment, Recording and Reporting; Cultural Diversity; Equal Opportunities; ICT Health and Safety document; Inclusion; Responding to Pupils’ Work / Feedback / Marking; Special Needs; Teaching and Learning.