Computing Policy

February 2020

Intention

To help children be 'masters of technology' rather than 'slaves' to it. The Computing curriculum should engage and inspire children in computational thinking and in developing their understanding of how computers impact on our world. We want them to learn in an environment that enables skills development and allows every child to access modern technology regardless of their socio-economic status.

Every child should participate in a progressive programme of study through which, year on year, they can build on their knowledge and understanding of digital systems, computer programming and digital literacy.

Implementation

The curriculum should be implemented using a range of teaching strategies and materials including:

- The Rising Stars Switched On Computing scheme of work.
- Use of network computers.
- Use of tablets.
- Use of lap top computers.
- Use of digital cameras.
- Use of digital audio equipment.
- Use of 3-D printing technology.
- Technical demonstrations either live or via video link.
- Opportunities to use a variety of tools in digital literacy.
- Robotic equipment.
- Programmable resources.
- Simulations.
- World Wide Web
- FUZE programming hardware and software.
- Use of weather recording technology.
- Use of USB microscopes.
- Collaborative and independent work.

The computing curriculum provides many opportunities for cross-curricular learning particularly in subjects such as Maths, Science, Geography, Design Technology and PE.

Impact

The expectation is that each child will have a profile of work that builds up throughout their time at the school and provides evidence of developing skills and competencies involving computing and digital literacy. Children should be given the opportunity to assess their own development and to record these assessments using a range of digital media. Children leaving Ickford should be confident in their ability to use a range of technology and ready to take a full part in computing lessons at KS3. All children should be able to articulate the importance of staying safe on line and the strategies for doing so.

Equal Opportunities

When teaching Computing, teachers should ensure that every child is able to access the curriculum at their own appropriate level and to be appropriately challenged in order to make sustained progress through each year group. The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by:

- o Planning creative and open tasks tailored to produce evidence of computing skills and confident use of digital media.

- o Setting challenging tasks which stimulate children of differing abilities and scaffolding learning to suit their individual requirements.

Health and Safety

It is fundamental that every child recognises how to use the internet safely and understands how to protect themselves on line. The school should provide information for children and parents on a regular basis using:

- o Lesson content.
- o The use of external agencies to deliver workshops.
- o Video content.
- o The Police Force.
- o The Local Authority.
- o Newsletters.