
OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL COMPUTING (ICT) POLICY

1 Aims and objectives

1.1 Computing has become part of the way in which we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT:

- online lesson research, teaching plans and resource materials;
- lesson delivery on an interactive whiteboard;
- communication by e-mail and fax;
- document distribution and storage;
- assessment information analysis;
- production and editing of reports.

Thus, through teaching computing, we equip children to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them to develop the necessary skills for using information in a discriminating, safe and effective way. This is a major part of enabling children to be confident, creative and independent learners.

1.2 Our objectives in the teaching of Computing are to:

- facilitate the finding, selection and use of information;
- teach the use of ICT for effective and appropriate communication;
- enable the monitoring and control of events, both real and imaginary;
- teach the application of ICT to children's learning across the curriculum;
- explore the value of ICT, both to children and to society in general;
- examine issues of security, personal safety, confidentiality, accuracy and responsibility.
- develop the cross-curricular use of ICT in all subjects.

2 Teaching and learning

2.1 An objective of teaching computing is to equip children with the technological skill to become independent learners. Consequently, the teaching style that we adopt is as active and practical as possible. While, at times, we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them to progress in whatever they are studying. So, for example, children might research a history topic by using role-play software that engages them in a highly visual way, or they might place themselves in a historical setting by manipulating a digital photograph, or they might investigate a particular issue on the Internet.

2.2 We recognise that all classes have children with a wide range of computing abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- sometimes grouping children by ability, and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3 Computing curriculum.

- 3.1 We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the computing topics that the children study in each term during each key stage. The computing subject leader devises this in conjunction with teaching colleagues and other computing technicians in each year group, and the children often study computing as part of their work in other subject areas. Our long-term computing plan (Skills Ladders) shows how skills are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan, these are implemented using urple Mash and other software and app.
- 3.3 The computing subject leader is responsible for reviewing medium term plans.
- 3.4 The class teacher is responsible for writing the short-term plans with the computer component of each lesson. These daily plans list the specific learning objectives/ skills and expected outcomes for each lesson. The class teacher keeps these individual plans and often discusses them on an informal basis with the computing subject leader.
- 3.5 The skills taught in computing are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge, we also plan progression so that the children are increasingly challenged as they move up through the school.

4 The Early Years Foundation Stage

- 4.1 We teach computing in reception classes, as the reception class is part of the Early Years Foundation Stage, we relate the ICT aspects of the children's work to the objectives set out in the Development Matter which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, a digital camera and ipads. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways.

5 The contribution of computing to teaching in other curriculum areas

- 5.1 The teaching of computing contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. Computing enables children to present their information and conclusions in the most appropriate way. Much of the software we use is generic and can therefore be used in several curriculum areas.
- 5.2 **English**
Computing is a major contributor to the teaching of English. Children's reading development is supported through talking stories. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communicating with people via e-mail, and they are able to join in discussions with other children throughout the world through the medium of video conferencing and daily blogs. They also learn how to improve the presentation of their work by using desktop publishing software. There is, in addition, a variety of software which targets specific reading, grammar and spelling skills.
- 5.3 **Mathematics**

Children use computing in mathematics to collect data, make predictions, analyse results, and present information graphically. Within Key Stage Two children use Mathletics as part of their weekly maths teaching.

5.4 Science

Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and graphs.

5.5 Personal, social and health education (PSHE) and citizenship

Computing makes a contribution to the teaching of PSHE and citizenship in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. MGL and Merseyside Community Police Officers and Think You Know website support the school and parents in raising awareness of e-safety.

6 Computing and inclusion

6.1 At our school, we teach computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our computing 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.

6.2 Work in computing may contribute to a child's targets as set out in their School support plan. Teachers will have regard to these targets when planning and designing lessons in computing. In some instances, the use of computing has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation.

6.3 We enable pupils to have access to the full range of activities involved in learning computing. We have a range of software which is designed to include all learners. Our hardware can accept a range of input devices catering to pupils with specific difficulties.

7 Assessment

7.1 Teachers will assess children's work in computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own and others work.

8 Resources

8.1 Our school has the appropriate computer-to-pupil ratio, and Internet access. Most software is already installed on PCs and Macbooks.

8.2 We employ a technician to keep our equipment in good working order. Members of staff report faults directly to the technician and an external consultant who works closely with the leadership

team to advise and support in order to ensure the school's school development plan reflects this area effectively.

9 Monitoring and review

9.1 The coordination and planning of the computing curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in computing and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in computing are evaluated and areas for further improvement indicated;
- uses specially allocated regular time to review evidence of pupil's work and attend the ICT meeting.

9.2 The quality of teaching and learning in computing is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

9.3 This policy will be reviewed every three years or sooner if necessary.

Signed:

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