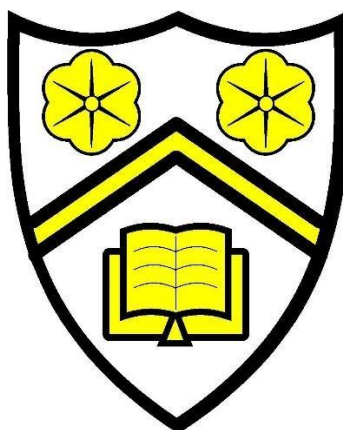
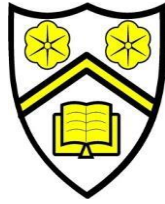


Whitehill Community Academy

Computing Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
A.Smith / D. Williams / D. Hepplestone	November 2017	November 2020
A.Smith / D. Williams / D. Hepplestone	September 2019	November 2020
A.Smith / D. Williams / D. Hepplestone J.Greenwood	September 2022	September 2025



Whitehill Community Academy Multi Academy Trust
ICT Policy

“Opening minds, unlocking potential, celebrating success together”

Aims and Objectives:

Whitehill Community Academy Multi Academy Trust aims to give pupils the opportunity to: -

- Use Computing with purpose and enjoyment
- Develop their Computing capability in order to become autonomous users
- Develop practical skills in the use of Computing and the ability to use these skills to solve relevant and worthwhile problems
- Evaluate the benefits of Computing and its impact on society
- Meet the requirements of the new National Curriculum as fully as possible and help all pupils achieve the highest possible standards of achievement
- Celebrate success in the use of Computing
- Understand the capabilities and limitations of Computing and the implication and consequence of its use
- To use Computing for effective and appropriate communication
- To apply their Computing skills and knowledge to their learning across the curriculum
- Develop their language and communication skills through Computing

At Whitehill we believe that as well as being an important curriculum requirement, the ability to use Computing effectively is a vital life skill and we aim to develop this skill in all our pupils. The overall aim is to produce learners who are confident and effective users of Information Technology, Computer Science and Digital Literacy. To ensure that teachers develop confidence and competence to use Information Technology, Computer Science and Digital Literacy to facilitate effective teaching.

Health and Safety:

As specified in the Whitehill Health and Safety Policy, children will be made aware of the need to use equipment carefully.

Equal Opportunities:

As specified in the Whitehill Equal Opportunities and the Inclusion Policies, all children and staff will be respected as individuals and provision made according to any needs which should be met.

Role of the Coordinating Team:

The coordinating team will have responsibility for:

- Up-dating policies.
- Writing and updating the Curriculum Action Plan.
- Monitoring and evaluating teaching and learning through work scrutinises, planning examples and lesson observations.
- Checking and purchasing resources (where applicable).
- Meeting as Curriculum Teams to manage subject development and check subject coverage.
- To support colleagues in developing teaching approaches, planning and assessing Computing.
- To keep abreast with current thinking by attending courses, reading and sharing with staff all significant developments.
- To identify and plan for staff development and be prepared to lead INSET.
- To be responsible for the Computing room(s) where applicable.

Role of Governors:

The governors with curriculum responsibility will be involved in monitoring policies, action plans and will be encouraged to observe their subjects being delivered.

Teaching and Learning:

As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. All Computing lessons follow the format of sharing the lesson objective, some teacher instruction followed by independent work assisted by the Computing teacher and class TA and a shared plenary session.

While at times we do give children direct instruction on how to use hardware or software (during lessons), the main emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them in whatever they are trying to study. We encourage the children to explore ways in which the use of Computing can improve their results, for example using a computer to refine written work.

The use of mobile technologies are used within school to encourage a creative cross curricular approach to Computing from Foundation through to the end of Key Stage 2.

Opportunities will arise for children to advance their Computing skills beyond Key Stage 2, using computing Science, and mathematics.

STEM at Whitehill through Enrichment and the Computing Curriculum

All children are curious about the world around them and how things work. At Whitehill Academy we aim to foster inquiring minds, logical reasoning, and collaboration to prepare them for a world where skills in science, technology, engineering and maths are increasingly important. In our Computing Curriculum we provide a wealth of opportunities for pupils to engage in practical investigation making links between science, maths, technology and developing engineering skills. This helps to encourage critical and creative thinking and makes the acquisition of knowledge and skills relevant and interesting.

As an Academy we try to integrate the STEM subjects into the Computing Curriculum, encouraging children to think independently and find solutions to problems. In computing science, pupils study a varied curriculum and learn to develop their practical investigative skills by making predictions, planning and carrying out experiments; selecting and using appropriate materials; calibrating accurately; observing and recording methodically; communicating discoveries and critically evaluating their results. Children consider issues which affect their own lives, and the lives of others.

Foundation Stage

We teach Computing within the nursery environment as an integral part of topic work covered during the year. In the Foundation stage, we relate the Computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). The children have the opportunity to use the computers in the Computing suite, independent learning bays and classrooms as well as other forms of Computing i.e. sound recorders etc. Through a sequence of structured lessons by the Computing teacher they gain confidence to find relevant information and use it to communicate in a variety of different ways.

Key Stage 1

At Key Stage 1, pupils are taught to become familiar with Information and Communication Technology (Computing) hardware and software. They learn to use Computing confidently and purposefully to achieve specific outcomes. They start to use Computing to develop their ideas and record their creative work.

Information Technology, Computer Science and Digital Literacy Pupils are given opportunities.

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 2

At Key Stage 2, pupils are given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 1. They are taught to use a greater range of tools and information sources to support their work in other subjects. They become discerning in their use of Computing, and select information, sources and media appropriate to their work. They amend their work and present it giving consideration to the intended audience. They assess the value of Computing in their working practices.

Information Technology, Computer Science and Digital Literacy Pupils are given opportunities 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.

Details of the implementation of the National Curriculum requirements to ensure continuity and progression can be found in the Computing Scheme of Work (Purple Mash/Sheffield Scheme of work).

Assessment, Recording and Monitoring:

It must be remembered that the process more than the outcome is the important issue when assessing Computing. Wherever possible assessment is planned into schemes of work and is used both formatively and diagnostically, helping teachers to meet the developmental needs of each pupil.

A new Computing assessment scheme is being implemented throughout the school based on end of term assessment outcomes from Purple Mash. The scheme uses the National Curriculum programs of study alongside Purple Mash applications and VLE. This enables the monitoring of current and the end of unit outcomes for all children.

A portfolio of work is kept with examples of work for each child in each year group accessible through the VLE. This consists of work saved on a week by week basis. All children are assessed at the end of each unit however identified children are monitored weekly in order to monitor the progression of learners in each class.

The levels of attainment in Computing will transfer with each child as they progress through all of the Key Stages. The information will then be given to the relevant Key Stage co-ordinator when the children transfer to KS3.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Date of implementation:	September 2022
Date of next review by Governing Body:	November 2025
Team responsible for writing/review:	Computing Team DW DH JG
Linked to:	SDP, ECM and Subject Action Plan.