"Computing is not about computers any more. It is about living."
Nicholas Negroponte

RATIONALE AND ENTITLEMENT

Computing (as it is now known) is a near vital part of everyday life and has the potential to transform the lives of all involved in its use.

Computing provides a means of enhancing and enriching the learning experience of children and can strengthen and support traditional forms of teaching and learning whilst simultaneously extending the range of educational opportunities for children.

Progression in computing involves not only the development of using software and hardware but also the understanding of when to use them effectively.

AIMS

- To develop individual children's confidence in their computing capabilities.
- To enhance, enrich and extend teaching and learning across the curriculum.
- To learn computing skills specified within the National Curriculum – logic, algorithms, data representation and communication
- To provide practical experiences of writing computer programmes in order to solve problems
- To stimulate an interest in new technologies.
- To develop computing as a tool for learning and investigation in all subjects, so that pupils will develop the ability to use computing effectively and appropriately.
- To develop an understanding of the capabilities and limitations of computing and the implications and consequences of its use.

CURRICULUM

Computing follows the skills and content outlined in the National Curriculum (updated 2014). At Weetwood Primary School we also use the Rising Stars 'Switched on Computing' programme of study to meet the National Curriculum content. This is used from Early Years through to Year 6.

TEACHING AND LEARNING STRATEGIES

The teaching of computing is approached in a number of different ways:

- Individual teaching - to include one to one teaching
- Whole-class and large group teaching
- Small group work - organised by comparable ability, mixed ability, friendship or randomly.

Effective teaching, regardless of the organisation used in the classroom, requires a wide range of techniques to be utilised by the teaching staff. These include explaining, instructing, questioning, observing, assessing, diagnosing and providing feedback.

ASSESSMENT

Assessment will take place through formative teacher assessment.

Progress will be assessed regularly using the Milestones outlined in the Chris Quigley Essentials.

Assessment of computing capability can be made through a number of different methods: observation, finished product, discussion and questioning and photograph/video tape of activity.

Pupils' work in computing will be kept in the form of an individual work folder stored in the classroom and a digital folder held on the school database.

Records of Teacher Assessments will be maintained in Cohort Assessment folders in line with the school assessment policy.

Summative assessments will be made in the annual end of year report to parents.

RESOURCES

A sum of money is allocated to the computing budget each year. The amount will be sufficient to ensure:
- Current hardware is maintained in good working order.
- New hardware and software can be purchased to keep in line with new technological developments and ensure statutory requirements are met.
- Consumables such as printer inks can be purchased when necessary.
- Training needs of the staff can be met.

Any broken equipment or low stock should be reported to the Subject Leader and potentially the site manager or the technician (especially software issues).

HEALTH AND SAFETY

The following are considerations that will be made when delivering computing to children in the classroom in addition to those laid down in the school's Health and Safety Policy.
- Any hardware that is mobile needs to be placed on the trolley in a secure manner to ensure that should it be moved the equipment will not fall off.
- The surface on which the computer stands needs to be of an appropriate height.
- The monitor needs to be angled for comfortable viewing.
- Children will be provided with comfortable seating that is set at eye level with the screen to avoid neck strain.
- The children will be seated far enough away from the screen to avoid eye strain.
- Brightness and contrast settings will be at a comfortable setting to avoid eye strain.
- Equipment will be positioned away from water, sand and radiators.
- Cables will be secured to ensure the safety of the operator.
- No food or drink will be taken near the computer.
- Children will be taught the correct procedure for switching equipment on and off.
- They will have regular breaks from the computer to avoid eye strain.

EQUAL OPPORTUNITIES/EQUALITY, SEN AND EAL

Please refer to the relevant policy for Weetwood Primary School's approach to each of the above.

Furthermore, computing requires e-safety education for children to be safe whilst online and offline.

Refer to the e-safety policy for advice regarding this.