Appendix 2: Curriculum Statement for Computing

Aims

In our school we aim to ensure all staff and pupils are confident, competent and independent users of computing technology and develop an appreciation of the use of computing in the context of the wider world and everyday life. In Foundation Stage, children find out about and identify uses of everyday technology and use computing to support their learning.

At key stages 1 & 2, appropriate activities are designed to develop the knowledge, skills and understanding required to find things out; develop and make things happen; exchange and share information; review, modify and evaluate work as it progresses.

Scheme of Work

At Ashwell School we follow the Herts for Learning: Computing Scheme Primary Phase. This scheme has been created by the Herts for Learning Computing Curriculum Team to support the teaching of computing, including computer science, information technology, digital literacy, and the safe and appropriate use of technology. It is designed to evolve to embrace new technologies and the latest thinking as well as to meet statutory curriculum requirements. The learning themes in the scheme are mapped to the 2014 Computing Programmes of Study .

A copy of the scheme is kept electronically on the school server in staff resources/curriculum/subject areas/computing. In each classroom, there is a lilac A4 computing folder which has a hard copy of the relevant sections of the scheme for each age group.

Organisation

Discrete Computing is taught through weekly timetabled sessions, with pupils having additional opportunities to embed what they have learnt in other curriculum contexts. (This would be in addition to the ad hoc use of technology to support learning in other subjects). Examples of work are presented, printed or displayed whenever appropriate.

Planning Documents

A long term plan is followed which shows in which term and in which year group each strand of the scheme is taught. Learning objectives for each strand of computing taught are taken directly from the HfL Computing scheme. A resources mapping grid for each strand is updated on an annual basis and an electronic copy is kept on the school server in staff resources/curriculum/subject areas/computing/resources.

Progression of Skills

The Expectations section of the Herts ICT scheme is used as a class record. Each teacher highlights the statement achieved by the majority of the class. When a child's progress differs markedly from the rest of the class, the teacher writes the child's initials next to the appropriate statement. The class record is passed on to the next teacher.

Resource Management

1. Technical

Any faults with the hardware or software should be reported to the school business manager and recorded in a fault book. Issues noted are addressed as soon as possible by SITSS, either remotely or on one of the regular technician visits to the school.

2. Hardware

The school enhances the provision of Computing equipment whenever possible. An annual review of needs is made so that a systematic updating of equipment is implemented.

Within each classroom there is a PC or laptop which is used for teaching. In addition, there is one laptop assigned to each class for supporting pupils in small group/one to one activities. There is also an interactive whiteboard and visualiser in each classroom.

There are 30 laptops which are timetabled for each class for weekly lessons. In addition there is a set of 14 notebooks which can be used on an ad-hoc basis in class.

Additional Computing resources include: Beebots, Roamer, digital cameras, microphones and recording equipment. These resources are kept in the Computing cupboard on the stage in the Dining Room. In addition there are 8 Lego mindstorm kits and headphones for the laptops. These resources are kept in the computing cupboard in the new block.

Obsolete equipment is disposed of in accordance with county guidelines.

3. Software
Licences are kept together in a folder in the school office.

Health & Safety

- Members of staff are trained in e-safety issues.
- All children are taught how to use the Internet safely following guidelines from CEOPs and BECTA (see separate e-safety policy).
- All electrical equipment is checked annually.
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