



# Castlebar School Computing Policy

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## 1. Introduction

Our school will creatively and imaginatively harness the potential of Computing in teaching and learning. This policy document sets out the school's aims, principles and strategies for the delivery of Computing.

## 2. What is Computing?

Computing comprises a set of concepts and skills for using and communicating information. It also focusses on developing an understanding of 'programming'

Computing includes, but is not limited to, the use of:

- Audio and video recorders, CD and DVD writers and players
- Telephones, mobile phones, faxes
- Digital still and movie cameras, scanners
- Electronic musical instruments and sound mixing equipment
- Computers, laptops, tablet devices, smart phones, iPods
- Programmable toys and control kits e.g. Pixie, Pip, Roamer
- Assistive technology
- Voice-operated equipment
- The internet, including social networking
- Interactive whiteboards and similar interactive presentation technologies
- Software

## 3. Aims

Computing helps students take greater responsibility for their own learning, plan and organise their ideas, and produce and present work of a high standard. It also enhances creativity.

In particular, Computing offers students with learning difficulties opportunities to:

- Work with increasing independence in communication, language and literacy
- Work on skills across the curriculum with increased confidence and understanding
- Develop and enhance their work in all areas of the curriculum
- Become fully involved in physical and practical activities using tools, such as switch technology which allows control of the immediate environment and aids mobility.
- Work on joint projects with others
- Present work of a high standard
- Access a wide range of ideas, information and cultures.
- Access 'programming' at a level appropriate to the individual learner.(Programming can be children sequencing, selecting and controlling technology)

In response to these opportunities, pupils can make progress in Computing by:

- Experiencing the results of personal actions.
- Applying technological knowledge and understanding to everyday life.
- Investigating the familiar and (later) the broader technological environment.
- Working on smaller and then larger tasks.

## 4. The school's curriculum organisation

### Resources

We believe that in addition to learning Computing as a subject in its own right, the potential of Computing to improve teaching and learning throughout the curriculum should be fully exploited. To meet this objective we have:

- There are computers in each classroom appropriate to the age and level of the pupils in the class e.g. touch screen technology
- The school has Interactive Tablets – 'LearnPads'/iPads with software tailored to the children's needs.
- Every classroom has an interactive whiteboard. There is an AV trolley in the hall for use in assemblies.
- Sensory rooms containing AV and interactive sensory equipment.
- A soft play room with interactive play equipment.
- A 'sound beam'

- A central store of ICT devices such as switches, webcams, story sequencers, control technology toys, sensory bags and digital microphones. Other devices are distributed around the school as appropriate.
- A range of special needs software, both for the use by teachers and students.
- Assistive Technology is used to support children with visual and hearing impairments.

### Entitlement

We ensure that all students have equal access to the National Curriculum. The use of Computing as a functional skill is included in all students termly targets. Where appropriate assistive technologies are used to support specific learning needs. For example, the use of switches to enhance the ability of students to communicate.

### Scheme of Work for Computing

In order to ensure progress the pupils' skills are monitored and assessed curriculum has a creative, flexible and multi-disciplined focus to ensure that our students are effectively engaged in their learning, that they have the opportunity to use ICT in a variety of different ways. The approach allows students the opportunity to extend their learning by combining different ICT skills to create work that they can be proud of.

### Cross-curricular ICT

As a school we are committed to using the **best tools for the job of teaching and learning** in any given subject area and the Computing TLR works alongside other subject TLRs to ensure that there is appropriate provision of resources, including software and hardware.

## 5. Online safety

All use of computer equipment is governed by an Acceptable Use of ICT policies for pupils, staff and visitors. Refer to Online safety Policy.

## 6. Teaching and learning

### Classroom Practice

A range of teaching and learning styles will be reflected in teachers' planning, assessment and classroom practice. These will include:

- Using the computer or appropriate presentation technologies (i.e. data projector, Interactive whiteboard etc.) to demonstrate to a group of students or the whole class.
- Leading a group or class discussion about the benefits and limitations of Computing.
- Individual, paired or group work developing ICT concepts and skills using non electronic media.
- Collaborative and co-operative activities in groups.
- Guided discussion and evaluation of work-in-progress and finished work.
- Students working individually either independently or supported by an adult.

### Differentiation

Planning and assessment of Computing show appropriate differentiation. Teaching assistants and other adults provide appropriately focused support.

### Vocabulary

Where appropriate, students are taught the correct subject specific and technical vocabulary consistently across the school and are given opportunities to consolidate their understanding.

### Assessment, recording and reporting

Teachers will keep samples of Computing work to inform accurate assessment of individual pupils' attainment. A baseline level is assessed at the beginning of each year and progress is measured at the end of each academic year. The Computing TLR will sample and moderate work as appropriate.