

# Motcombe



## Computing Policy

At Motcombe School we firmly believe that good Computing skills are key in preparing pupils to participate in a rapidly changing world in which Economic Well-being for the future is dependent on ICT capability. Children's ability to problem solve and develop effective thinking skills are vital if we are to secure the best outcomes for every child.

We have agreed principles, values and strategies to help us achieve each aim of our computing policy.

Our agreed aims are:

- For children to develop the necessary skills to become autonomous ICT users
- For children to develop their capability to enrich learning across the curriculum
- To enable children to explore their attitudes to and evaluate the value of computing for themselves, others and society and their awareness of its advantages and limitations
- To develop good health and safety attitudes and practice

Children must be given experiences and opportunities that will foster their Computing skills. The school environment must reflect the level of importance that is placed on Computing and ICT within the school community and must provide for reinforcement, challenge and stimulation.

Policy reviewed annually in Term 6

## **School Mission Statement**

*'Flying High Together'*

### **Our School Vision**

*"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"*

### **Our School Values**

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

### **Ethos**

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

### **Equal Opportunities**

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

### **Disability Statement**

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

## ICT Skills

At Motcombe School we recognise the importance of effective computing and ICT Skills. We ensure that planned learning encourages the autonomous use of skills that deliver the Early Learning Goals and National Curriculum Objectives.



| Principles   | Values   | Strategies   |
|--|--|--|
| At Motcombe we:  |  |  |
| teach Computing skills that address the different strands of capability                          | acknowledge that children must develop basic computing skills                | plan for weekly use of the ICT suite for every class where children acquire and develop the skills associated with computing to: <ul style="list-style-type: none"> <li>• communicate, present and exchange information</li> <li>• Find things out and handle information</li> <li>• make things happen by controlling and monitoring events</li> <li>• try things out by modeling real and imaginary situations.</li> </ul> |
| provide children the opportunities to explore and develop their skills using different ICT tools | acknowledge that children need access to a variety of current ICT technology | plan learning that encourages children to explore ICT tools such as: <ul style="list-style-type: none"> <li>• digital camera</li> <li>• recording equipment</li> <li>• computers</li> <li>• tablets</li> <li>• web cams</li> </ul>   |
|  |  |  |

Children for whom English is an additional language will be given extra support from the Ethnic Minority Service. These children will be offered full access to the Computing curriculum at an appropriate level to encourage their acquisition and development English.

## ICT Knowledge

At Motcombe School we acknowledge the importance of children developing their capability to enrich learning across the curriculum and learning skills that are then transferable to other areas of learning.



| Principles  | Values   | Strategies   |
|---|--|--|
| At Motcombe we:   |  |  |
| provide children with opportunities to apply and develop their ICT capability through the use of computing skills to support their learning in all subjects | acknowledge the value of ICT capability  | ensure opportunities for: <ul style="list-style-type: none"> <li>• to find things out from a variety of sources</li> <li>• develop their ideas using ICT tools to amend and refine their work and enhance</li> <li>• exchange and share information, both directly and through electronic media</li> <li>• review, modify and evaluate their work, reflecting critically on its quality as it progresses.</li> </ul> |
| provide opportunities for children to work individually and collaboratively   | believe that children must develop skills of co-operation and the ability to use ICT independently | develop skills of co-operation and independence through: <ul style="list-style-type: none"> <li>• taking turns</li> <li>• teaching children to organise themselves and achieve ICT skills independently</li> <li>• valuing and celebrating group achievements</li> </ul>   |
| provide opportunities for children to develop transferable skills such as thinking, communication and problem solving skills                                | believe that children need to use and refine these skills in all areas of the curriculum           | provide opportunities to develop thinking, problem solving and communication skills through planned opportunities in the following strands of computing across the curriculum: <ul style="list-style-type: none"> <li>• use of modeling and simulation programs</li> <li>• animation and multimedia</li> </ul>   |

## Values and Attitudes

At Motcombe School, we encourage the children to explore their attitudes to and evaluate the value of computing for themselves, others and society and to be aware of its advantages and limitations.



| Principles   | Values   | Strategies   |
|--|--|--|
| At Motcombe we:  |  |  |
| recognise that children need to evaluate their use of computing and be aware of its values and limitations | acknowledge that computing has both values and limitations in people's lives | have class and group discussions about the benefits and limitations of the computing curriculum. We look at use of computing: <ul style="list-style-type: none"> <li>• within the school environment</li> <li>• at home</li> <li>• in the wider world</li> </ul> |

## Health and Safety

At Motcombe School we acknowledge that children need to develop good Health and Safety attitudes and practice



| Principles   | Values   | Strategies  |
|--|--|---|
| At Motcombe we:  |  |   |
| believe that children need to develop good health and safety practices in their use of ICT equipment | acknowledge good health and safety practices in their use of ICT programs and equipment are lifelong skills. | ensure that: <ul style="list-style-type: none"> <li>• Children are taught to close computers down and prepare them for use.</li> <li>• they have stools/chairs of the correct height and are encouraged to sit comfortably</li> <li>• they are aware of the e-safety rules and how to stay safe online</li> </ul> |

Specific rules for the use of internet and e-mail are displayed in the computing suite and near classroom computers. The school also has a 'Responsible use of the Internet Policy' document.

## Year Group Targets



At Motcombe School we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they will know when they have 'arrived'.

These Targets are intended to ensure that appropriate progression of skills is planned for during Computing activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

|  |
|--|
| Targets for the Foundation Stage:  |
| <ul style="list-style-type: none"><li>• To use the mouse to move and place objects on a screen</li><li>• Explore a simple adventure game</li><li>• To use sounds, pictures and words to communicate meaning</li></ul>  |
| Targets for Y1:  |
| <ul style="list-style-type: none"><li>• To use a word bank to create simple sentences</li><li>• To enter data into a graphing package</li><li>• To predict the outcome of a set of instructions</li><li>• To select options within a simple adventure game or simulation</li></ul>   |
| Targets for Y2:  |
| <ul style="list-style-type: none"><li>• To enter and correct text and insert pictures or graphics</li><li>• To use an index or hyperlink to search for information</li><li>• To write a sequence of commands to control a floor robot and predict the outcome</li><li>• To achieve a desired effect within a simulation by choosing particular options</li></ul> |

### **Success Criteria**

By following these guidelines we expect that there will be a consistent approach to the teaching of ICT, which will result in the raising of standards. We will measure our success by monitoring the success criteria listed below.

- Teachers and Teaching Assistant Partners will feel confident in the delivery of high quality ICT provision
- Children will be confident in their own skills and capability
- Children will use ICT with enjoyment and purpose, recognising that use of technology has both value and limitations
- Children will know and understand the reasons for good health and safety practices in ICT
- Children will be able to transfer and apply their ICT skills across the curriculum
- Children will make significant progress in all aspects of ICT
- The levels of achievement across the school will be at least good

These guidelines will be reviewed annually by the ICT Subject Leader and information will be reported to the SLT who will inform the full Governing Body as to the effectiveness of this Policy.