

St. Clare's Catholic Primary School Computing Policy



Member of staff responsible: Mr S Hudson
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1. MISSION STATEMENT

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

2. AIMS

Staff at St. Clare's recognise the vast importance of computing for the pupils in our school and also the benefits of using computing as a tool to support teaching, learning and management across the curriculum. Our aims for Computing are:

- To enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment by providing tasks which are interesting and give scope for individual responsibility
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the Computing National Curriculum
- To use computing technologies as a tool to support teaching, learning and management across the curriculum
- To enable all children to develop their computing capabilities by ensuring enough access by pupils to become more proficient in the basic computing skills
- To enable all children to evaluate the benefits of computing and its impact on society through discussion about the benefits and limitations of computing and by creating opportunities to compare classroom use of computing with that in the wider world
- To meet the requirement of the National Curriculum enabling all children to reach the highest possible standards of achievements by planning activities which allow different levels of achievement or incorporate possibilities for extension work
- To create the atmosphere and levels of resources to encourage all members of the school community to learn with computing technologies and to ensure the technology is used, when appropriate, to improve access to learning for pupils with a range of individual needs, including those with special educational needs and disabilities.

3. STATUTORY REQUIREMENTS

EYFS

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

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.

Key stage 1

Pupils should be taught to:

- 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

Pupils should be taught 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.

4. SUBJECT ORGANISATION

At St Clare's we have developed a creative curriculum based on LPDS national curriculum materials, Purple Mash and including schemes such as Code It and Ready, Steady Code. These are used to form the medium-term plans for computing. These documents will provide the basis for termly planning showing learning objectives, experiences, types of activities and opportunities for cross curricular links in planning.

To support the development of computing capability each class has iPads to use across the curriculum. A KS1 and KS2 laptop trolley enables whole classes to access laptop computers. Every class is allocated a time to use the laptops for the discrete teaching of computing.

Every classroom is fitted with a touch screen which is used as a teaching resource across the curriculum.

All teaching staff have a laptop computer.

5. APPROACHES OR METHODS

Teachers will ensure that they understand the skills and concepts to be taught and the role of discussion in developing a critical awareness of the use of computing. Teachers will need to plan their work so that skills are taught and that they are practised and developed during work in other subjects. Activities using computing will be planned to allow for different levels of achievement by pupils or to include the possibility of extension work. Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate computing activities and assist the co-ordinator in the monitoring and recording of pupil progress in computing.

6. ASSESSMENT AND TARGET SETTING

Computing is assessed formatively. Formative assessment occurs on a lesson by lesson basis and it is conducted informally by the class teacher and is used to inform future planning. Teachers also have access to assessment grids with the main key learning to demonstrate children who are entering, developing and secure in each area. Monitoring computing will enable the Computing Co-ordinator to gain an overview of computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. In monitoring the quality of computing teaching and learning the Computing Co-ordinator will:

- Collect in teacher's assessment grids of the key learning at the end of each year.
- Analyse children's work through looking at the computing portfolio for each class and looking in children's individual folders for each year group on the network.
- Hold discussions with teachers and pupils

7. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INTERVENTION PROGRAMMES EQUAL OPPORTUNITIES

We recognise computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and/or children with English as an additional language. Computing can cater for a variety of learning styles which a class of children may possess.

Using computing can:

- Increase access to the curriculum
- Raise levels of motivation and self-esteem
- Improve the accuracy and presentation of work
- Address individual needs

We aim to maximise the use and benefits of computing as one of the many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

All children are entitled to equal access to all computing equipment in order to develop their personal computing capability. When children work in pairs or groups, care will be taken to ensure that all children are active and have equal access to the computer keyboard.

8. ROLE OF SUBJECT LEADER:

There is a designated Computing Co-ordinator to oversee the planning, assessment and delivery of computing within the school. The Computing co-ordinator will be responsible for:

- Raising standards in computing as a national curriculum subject
- Facilitating the use of computing across the curriculum in collaboration with all subject co-ordinators
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- Monitoring the delivery of the computing curriculum and reporting to the Head teacher on the current status of the subject

Subject co-ordinators should identify where computing should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their computing study and are applying those skills within the context of another curriculum subject.

9. PARENTAL INVOLVEMENT

We have a school website which promotes the school's achievements as well as providing information and communication between the school, parents and the local community. We also use a school text messaging service to keep parents up to date. We actively encourage parents to get involved with computing and particularly online safety.

10. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Special Educational Needs and Disabilities Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Online Safety Policy
- Intent, Implementation and Impact Statement