



Computing Policy

Reviewed September 2022

Date	Review Date	Coordinator	Nominated Governor
September 2022	September 2023	Mr L Fenlon	Miranda Sawyer

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare




CORPUS CHRISTI CATHOLIC SCHOOL

POLICY STATEMENT:

We believe that 'computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

We believe all pupils and other members of the school community always have an entitlement to safe Internet access.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists' groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we

believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- Teaching a broad and balanced curriculum for education recovery' (DfE 2021)

- The Education Inspection Framework (Ofsted 2021)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2

(Qualifications and Curriculum Authority 2002)

- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

AIMS AND OBJECTIVES

- To ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To ensure that all pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To ensure that all pupils evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To ensure that all pupils are responsible, competent, confident and creative users of information and communication technology.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

ORGANISATION AND PLANNING

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year;
- provides teaching guidelines and overall objectives for each year group for the whole year.

Medium Term Planning

- organises the subject into termly or half-termly sections;
- is more detailed and the objectives are more specific in nature;
- is developed by the teachers, who respond to the needs of their pupils;
- ensures a balanced distribution of work is undertaken across each term.

Short Term Planning

- details the subject curriculum over the week;

- plans lessons in detail with specific class objectives;
- sets individual learning goals for each pupil.

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

ASSESSMENT FOR LEARNING

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at the end of Y3, Y4 and Y5;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets.

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields.

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

TRAINING

We have in place appropriate training for this policy that is undertaken by a registered training provider that covers:

- All aspects of this policy
- National Curriculum programmes of study and attainment targets for all subjects
- teaching and learning
- planning
- assessment
- key skills
- Equal opportunities
- Inclusion

We:

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;

We have in place evidence for all staff:

- that highlights the knowledge gaps in the training;
- that shows how those knowledge gaps were corrected.

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

- appointed a member of staff to be responsible for the curriculum leadership of Computing;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

The responsibility of involving the School Council in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

nominated a link governor to:

- visit the school regularly;
- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Co-Headteachers

The Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;

Ensure teachers:

- 'have good knowledge of the subject(s) and courses they teach;
- have effective support for those teaching outside their main areas of expertise;
- present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;

- check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
- design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
- use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
- create an environment that allows the learner to focus on learning;
- develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
- use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2021))

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

monitor the effectiveness of this policy by;

- observing teaching and learning
- planning scrutinies and work trawls
- discussions with pupils and members of the school council

Annually report to the Governing Body on the success and development of this policy.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- be accountable for standards in this subject area;

Monitor standards by;

- auditing the subject area
- review of the scheme of work
- monitoring teachers planning
- lesson observations
- scrutinising children's work
- discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide statements on each of the following:

We ...	Evidence	
Intent	<ul style="list-style-type: none"> ▪ have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life'. 	Using our Google Drive containing lesson plans from Early Years to Year 6. Containing all three areas of the curriculum (Computer Science, Information Technology and Digital Literacy).
	<ul style="list-style-type: none"> ▪ provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment'. 	ensuring objectives are covered with opportunities to apply these several times over the course of a year. Prior knowledge is consolidated from previous years, supporting children to think deeply and develop skills with depth.
	<ul style="list-style-type: none"> ▪ have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND'. 	ensuring planning sequences are adapted, personalised and differentiated to ensure access arrangements can be made to meet the needs of all learners.
	<ul style="list-style-type: none"> ▪ ensure 'learners study the full curriculum 'specialising' only when necessary'. 	Using a technology timetable to ensure each year group have access to either Chromebooks or iPads. Providing the adequate time in weekly timetable for teaching.
Implementation	<ul style="list-style-type: none"> ▪ ensure 'teachers have good knowledge of the subject(s) and courses they teach' by: 	Providing staff training Monitoring teaching and learning
	<ul style="list-style-type: none"> ▪ provide 'effective support for those teaching outside their main areas of expertise' by: 	Providing staff training Monitoring teaching and learning
	<ul style="list-style-type: none"> ▪ ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by: 	Providing staff training Monitoring teaching and learning Provide appropriate teaching resources
	<ul style="list-style-type: none"> ▪ ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by: 	Providing opportunities for formal and informal assessments. Completing a 'gap analysis' after formal assessments.

Impact	<ul style="list-style-type: none"> ▪ ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by: 	Equipping staff with support and resources.
	<ul style="list-style-type: none"> ▪ ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by: 	<p>Providing opportunities for children to recap previous learning.</p> <p>Using resources that enable teachers to recap and consolidate learning.</p>
	<ul style="list-style-type: none"> ▪ ensure 'learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well'. 	Using formative and summative assessment. Using our Computing page to evidence examples of work throughout the strands.
	<ul style="list-style-type: none"> ▪ ensure 'learners are ready for the next stage of education, employment or training'. 	Monitoring assessment, teaching and learning. Utilising a carefully planned curriculum to equip every learner with the necessary skills and knowledge needed to access and further their learning.

(Quotes taken from the Education Inspection Framework (Ofsted 2021))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;

- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;

Be encouraged to take an active role in the life of the school by attending:

- parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
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- be encouraged to work in school as volunteers;
 - be encouraged to respond to curriculum information newsletter;
 - be informed via termly newsletters of their child's topics;
 - asked to provide suggestions and ideas for improving this subject;
 - be asked to take part periodic surveys conducted by the school on curriculum development;
 - be invited to make presentations to pupils on aspects of this subject area;
 - encourage effort and achievement;
 - encourage completion of homework and return it to school;
 - provide the right conditions for homework to take place;
 - expect their child to hand in homework on time;
 - join the school in celebrating success of their child's learning.

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing board for further discussion and endorsement.

LINKED POLICIES

- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- Disability Non Discrimination
- English as an Additional Language (EAL)
- E-safety
- Gifted and Talented
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

Confirmation of policy:

Corpus Christi School

Lead member of staff: Luke Fenlon

Link Governor: Miranda Sawyer

Date to be reviewed: September 2023