



## **Our Vision**

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

## **Introduction**

The 2014 National Curriculum introduces a new subject, Computing, which replaces ICT. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

The three aspects of the Computing Curriculum are:

computer science (CS)

information technology (IT)

digital literacy (DL).

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 safely 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.

## **Aims**

St Andrew's believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

## Objectives

| Early Years   | Areas                         | Key Stage 1   | Key Stage 2   |
|---|-------------------------------|---|---|
| <p>In the Foundation Stage, the Information Communication Technology requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous units. A summary of the objectives are:</p> <ul style="list-style-type: none"> <li>- Recognise that a range of technology is used in homes and schools</li> <li>- Use a simple application on a computer or mobile device</li> <li>- Use computing devices to interact with age-appropriate applications</li> <li>- Create simple representations of events, people and objects.</li> </ul> | <b>Computer Science</b>       | 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             | 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. Appreciate how [search] results are selected and ranked. |
|   | <b>Information Technology</b> | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  | Use search technologies effectively. 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.  |
|   | <b>Digital Literacy</b>       | 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. | Understand the opportunities [networks] offer for communication and collaboration. Be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  |

## Planning/Teaching & Implementation

- At St Andrew's CE Primary School, computing will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself.
- Laptops are distributed around the school will be used to help pupils access the Computing curriculum, along with a range of other resources, such as, programmable toys.
- The Computing subject leader will continually monitor the resources required to deliver the Computing element of the National Curriculum.

- Modules will be planned through Purple Mash and in line with the National Curriculum and will allow for clear progression.
- Staff will follow and adapt the planning provided by Purple Mash, using the online apps to create an enriching curriculum.
- The Thame Partnership are currently devising an exciting new computing rewards day. This will involve various schools in the partnership and will take the UKS2 childrens' learning to a new level.

### **Assessment & Record Keeping**

- Assessment of children's work in Computing is ongoing. Teachers will begin following the assessment grids shown on Purple Mash. This will be monitored by the computing coordinator.
- ICT and computing work can be saved on the school network. Other work may be printed and filed within the subject from which the task was set. The majority of the work will be saved in the program Purple Mash in the individual child's virtual tray.
- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6.
- The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash.
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool. Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle.
- Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.

### **Resources and access**

ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom from Pre-school to Y6 has at least one computer connected to the school network and an interactive whiteboard with sound, DVD and video facilities.
- There are 2 laptop trolleys in school each containing 16 notebooks.
- The school has an ICT and computing technician who is in school one morning every other Friday.
- A governor will be invited to take a particular interest in computing in the school.
- The school have order 36 iPad air tablets.

### **The role of the Computing Co-ordinator**

There is an ICT and computing coordinator who is responsible for producing an ICT and computing development plan and for the implementation of the ICT and computing policy across the school.

- To offer help and support to all members of staff in their teaching, planning and assessment of Computing.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To monitor the children's computing work, looking at samples of different abilities.
- To lead staff training on new initiatives.

- To attend appropriate training and keep staff up to date with relevant information and developments.
- To have enthusiasm for computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of computing in the school.
- To help staff to use assessment to inform future planning.
- To update and apply content to the school website.

### **Safeguarding: Online Safety**

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with. Any new internet safety information is sent out in the newsletters.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse. Children and parents sign the 'School ICT Code of Conduct' on school entry.
- Safeguarding training is delivered to staff. Staff signs a Staff 'Code of Conduct.'
- Delivery of a school-wide 'Internet Safety Week' occurs on an annual basis during 'well-being' month.

### **Staff Training**

- As Purple Mash is about to launch in St Andrew's staff will have a PDM with the Computing coordinator in November, looking into the various aspects of Purple Mash and how to navigate around the website confidently.
- There will be another PDM with an advisor from Purple Mash, after the school has trialed Purple Mash for a term or two.
- The ICT and computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

Chair of Governors:  ..... **Seb Hearmon**

**Date: February 2020**

**Review Date: February 2023**