

"Love one another as Jesus loved us" (John 13 v 34-35)



Sr. John's C.I.E. (V.V.) School, Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

Computing Policy

Aim

The aim of our school is to help individual children develop their full potential, so that they are able to thrive, as they learn and grow.

This policy will reflect the Anti-Bullying Policy of this school and will be reviewed as appropriate.

Key Aim of Computing

To equip and develop pupils with skills to enable them to be confident and capable users of technology. To use computing skills as tools to enhance learning throughout the curriculum. To develop the understanding of responsible use of the internet and of the potential dangers of using the internet and how to keep themselves safe in school and in the wider world.

Computing Objectives

- To provide a relevant, challenging and enjoyable curriculum which meets the requirements of the National Curriculum programmes of study for computing.
- To understand and apply the principles of computer science, ICT and digital literacy.
- To analyse computational problems, handling data, produce simple algorithms and debug programmes.
- To be responsible, competent, confident and creative users of information and communication technology.
- To be aware of the positive and negative aspects of technology and to know how to be safe whilst using technology.

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Learning Across the National Curriculum

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of Computing can contribute effectively to these areas of learning.

Delivering the Computing Curriculum

Foundation Stage

Computing is delivered to Reception pupils within the 'Understanding of the World' Area of Learning through a cross curricular topic based approach at various points throughout the academic year. The curriculum is supported by Purple Mash (especially Mini Mash).

Key Stages One and Two

Computing is taught as a discrete subject and also to support learning across the curriculum. The allocation of time spent studying National Curriculum Computing will be one hour a week. The curriculum is supported by Purple Mash. The Purple Mash computing scheme of work is followed in each year group of KS1 and KS2.

Teaching Approaches

A variety of teaching approaches are presented to children throughout their Computing lessons. These include:

- (a) Teacher guided sessions, where the information is provided
- (b) Mixed ability group work where the children discuss problems in small groups
- (c) Class discussion lessons where members are encouraged to join in with their personal opinions
- (d) The use of differentiated tasks allowing children of different ability levels to work at their appropriate pace
- (e) The use of audio visual aids in presenting material to the children
- (f) The use of practical equipment.
- (g) The use of computers and iPads.
- (h) The use of Purple Mash as a cross-curricular computing tool.

List of Resources

Current ICT and Computing resources are listed on a record kept in the school office, this is updated and checked once a year.

The Computing Subject Leader will keep a separate list indicating resources that are required and that will be purchased when funding becomes available. This list forms part of the subject development plan, which feeds into the school improvement plan.

Assessment, Recording and Reporting

The subject approach to assessment, recording and reporting follows the whole school policy guidelines.

Samples of a broad spectrum of children's work will be included in a class assessment portfolio and the class teacher will highlight the skills being met. Also, pupils' work is saved on Purple Mash and

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on the school network. The Display Board function of Purple Mash is used as an assessment tool to support the non-core assessment portfolios.

Reports to parents are completed during the academic year when indications are made as to the individual's progress in this area of the curriculum. (Reporting of Computing at the Foundation Stage appears within the 'Understanding the World' section). End of year teacher assessments are made for Computing through the use of the skills highlighted in the assessment portfolio for each year group.

Online Safety

Teaching of online safety in school will follow the school's online safety policy (see separate document).

Inclusion and the Computing Curriculum

In order to provide work that is appropriate to the learning experiences of the individual children, it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

Able and talented pupils will be identified within Computing teaching groups in accordance with the School Policy.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

These principles are considered when selecting topics to be taught throughout the Foundation Curriculum and Key Stages 1 and 2 and in developing the chosen topics for use in the classroom (medium term planning).

Staff Development

Staff development in this area of the curriculum is available through the Lancashire course programme and through meetings with colleagues from other educational establishments (eg SWAT Cluster). Teachers who have attended Computing courses will report back to colleagues at future staff meetings as appropriate.

Occasionally staff development is provided by the IT technicians and outside advisers (e.g. Dr Rob Musker from LCC).

The subject leader is also available to support staff development.

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Equal Opportunities

Children irrespective of ability, race or gender are given full access to the Computing schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Evaluation-Review-Modification

This policy document will be reviewed regularly (every 2 years) to assess its value as a working document.

Those areas which have not worked particularly well (i.e. particular topics) will be modified according to the experiences that have taken place.