St Joseph's Catholic Primary School

Computing Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors		
		(signed on hard copy)
Date	2/3/2023	
Review Date	2/3/2024	

POLICY INTENT

At St. Joseph's, we want pupils to be MASTERS of technology and not slaves to it. We understand that technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology.

We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge-rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists.

We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

IMPLEMENTATION OF THIS POLICY

Staff follow a comprehensive progression document to best embed and cover every element of the computing curriculum. The knowledge, skills and vocabulary build year on year to deepen and challenge our learners.

Our computing curriculum is split into three strands:
- **Computer Science** (computational thinking, programming and computer networks)
- **Information Technology** (content creation, AR, VR, word processing, data handling, presentation)
- **Digital Literacy** (using the internet responsibly, self-image and identity, privacy and security, copyright)

In KS1 and KS2, teachers deliver the computing curriculum through a project based scheme of work, known as **D.A.R.E.S** (developed by Mr P ICT) to help ensure coverage and sequencing of this area of the curriculum. As subject leaders, we chose to implement this scheme as we feel it is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum.

The aim of this approach is to deepen children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way. Teachers deliver a D.A.R.E.S project each half-term, which is mapped out on our yearly overview. At times, these projects are delivered over a short, discrete block, although teachers freely adapt these projects to meet the needs of their class. Projects may link to a particular subject focus or be taught as discrete computing lessons. Some of the skills stated in our progression document may be delivered within other subjects to demonstrate learning when covering more of the Information Technology and Digital Literacy strands.

During each project, children work through the following stages:

D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome.

A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s)

R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible.

E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.

S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum

Although there is no specific reference to computing in the Early Years framework, there are numerous opportunities to enable teachers to effectively develop 'school readiness' and 'give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life' and to prepare them for the computing curriculum. The Early Learning Goals, Characteristics of Learning and Guiding Principles are founded on many elements of computational thinking. To support this, we use the resource Barefoot computing in Early Years, which is mapped to the Early Learning Goals that each activity meets. The resource includes a wide assortment of familiar activities such as water play, outdoor play, role play ideas, games and challenges. Each resource has a description, key questions and assessment support to guide teachers in the development of computational thinking.

Safety and Acceptable Use

During computing lessons, and whenever technology is used, staff constantly emphasise the importance of using the internet and technology safely and responsibly. We model how to use the internet in a positive, responsible way, enabling our children to grow as digital citizens. This is reinforced through the Kidsafe programme, PSHE lessons and visits from the police.

- MCC Digital solutions is responsible for regularly updating anti-virus software.
- Monitoring and filtering software is installed on all devices so staff are aware of how they are used
- Use of computing equipment will be in line with the school's 'acceptable use policy'. All staff must sign a copy of the school's policy annually.
- Children and parents sign a 'Responsible internet access and ICT use for pupils' form when they enter the school in EYFS as well as a user agreement in KS2 when children take iPads home
- Parents will be made aware of the 'acceptable use policy' at school entry.
- 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.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all classroom and learning areas.

Management and Organisation of Resources

We are fortunate to have a variety of hardware and software options available to teachers to effectively deliver all aspects of the computing curriculum. In KS2, children have one-to-one iPads that are also taken home each day. In EYFS and KS1, there are class sets of iPads available at all times. In addition to this, we have output devices such as Makey Makey, Botley 2.0 and Crumble kits, which are used regularly throughout the curriculum and also in coding club. We also have a number of laptops so that children are confident in using a variety of hardware devices, as well as different software systems.

Our resources are monitored and managed by MCC Digital, an approved Apple education specialist. MCC manage our iPads using the MDM solution JAMF School, which enables us to control the settings children have access to, the apps children see and the overall layout of each iPad. As part of this management, MCC have installed a light speed internet filter on to each device so that staff can control the content seen on each device, even when the iPads are taken home.

EXPERIENCES THROUGH THE CURRICULUM

In addition to discrete computing lessons, we are committed to providing children with an array of opportunities to make the most of our resources and for children to achieve to their full potential. In our

'Building the Kingdom' curriculum for example, children have access to coding workshops, digital art sessions, animation lessons and a robotics club, run by one of our school governors – a talented engineer.

As a staff we are all aware that ICT and computing capability should be achieved through core and foundation subjects. Where appropriate, computing is be incorporated into all subjects, enabling children to securely grasp key concepts and skills and allowing them to use technology positively to reflect their learning. For example, Year 6 complete a digital art unit as part of their art studies, all classes use digimaps in their geography studies, and staff use the Primary PE passport app to record assessments, plan learning and track progress.

At the start of each year, we appoint subject ambassadors, who work with the subject leaders to plan events, give feedback and work with subject leaders to raise the profile of computing across school.

HOME SCHOOL LINKS

Home school links are vitally important and parents are given a half termly overview of the skills and knowledge that their child will be learning in class. Further, we use technology as our primary method of involving parents in their child's learning. Apps such as SeeSaw and ClassDojo are used to share pupil work, set home-learning tasks and create a dialogue between parents and pupils about their learning. The purchase of 1:1 iPads has created a wealth of new opportunities to build home-school links with all of our families so that none of our community are disadvantaged by a lack of access to resources, removing barriers to learning that previously existed.

MEASURING THE IMPACT OF OUR POLICY

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well-being.

Finding the right balance with technology is key to an effective education and a healthy life-style. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills digitally through the digital profiles children create on Seesaw and observing learning regularly. In addition to this, teachers create floor books to demonstrate the learning and understanding that has taken place through each project and when computing skills are taught within other subjects.

Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.

MONITORING, REVIEW AND EVALUATION

Our Computing curriculum is high quality, well thought out and planned to demonstrate progress. Focus on online safety, progression of knowledge and skills and acquisition of discreet vocabulary are crucial aspects of our work. We measure the impact of our curriculum through the following methods.

- Pupil conferencing – informal discussions with pupils about their learning in the subject.
- Book scrutiny, learning walks and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Target tracker data is analysed by the subject leader and appropriate action taken.

STAFF DEVELOPMENT

As technology advances at such a fast pace, we ensure that our staff are equipped to engage and enthuse children at the same rate. Expert tuition by an Apple Distinguished leader of teaching in the use of iPads has been provided to all teaching staff. New smartboards were installed in classes over the 2022/23 academic year so that teachers have access to the most up-to-date technology. The computing subject leader 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. Support staff receive regular training on the use of iPads to aid teaching and learning. Subject leaders also have annual CPD in Computing through our links to the Yarrow Schools Teaching Alliance and this is shared with staff during staff meetings. Peer/instructional coaching and the Chorley schools cluster also provides a forum for discussion and development.

GOVERNORS INVOLVEMENT

The link governor for this subject is Daniel Wilson.

Subject leaders are asked to present their work to governors. This may be done in the form of presentation to a committee or professional dialogue with the link governor. Action plans are shared with governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

It is our aim that the Computing curriculum at St. Joseph's equips children with key knowledge and skills, as set out in the National Curriculum, but also with a sense of awareness of themselves as people within a wide world and the impact that they, as people can have upon the world in which they live. We use Education for a Connected World as an important tool to guide our teaching and learning so that we can ensure our children know how to keep themselves safe and use technology responsibly and positively, which is continuously reinforced by staff. We believe that all children have the right to a high quality education; our Computing Policy is designed to ensure that all pupils have access to this right.

Reviewed by staff: March 2023
This policy will be reviewed annually.