



COMPUTING POLICY
ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical and cross curricular approach to learning. **Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.**

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

Academically – through a knowledge rich, focussed and sequenced curriculum.

Culturally – through an extensive programme of extra curricular activities and visits.

Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting and enquiry based curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. We realise that in order for our pupils to lead in tomorrow's world they will need to demonstrate compassion, understanding, empathy and innovation.

Success, progress and celebration are very much at the heart of what we do.

We aim to ensure all pupils have access to a robust and challenging computing curriculum that takes account of the wide range of skills, experience and prior learning our children bring with them by:

- Developing skills, knowledge and capability through systematic, appropriately challenging activities.
- Developing the skills and knowledge necessary to achieve the Foundation Stage early learning goals in the Area of Learning and Development, Understanding of the World - Technology.

- Providing opportunities to use technology in a variety of curricular areas.
- Fostering positive attitudes towards technology and modelling effective use of digital resources and equipment.
- Promoting excellence and enjoyment through the innovative and effective use of technology to support teaching and learning.
- Ensuring all pupils and staff have an understanding of online safety at a level appropriate to their age or role, including the risk of online bullying, radicalisation and extremist behaviour.

CURRICULUM INTENT

Computing has an increasingly significant impact on all aspects of modern living. Our children will become aware of this both in and out of school. We aim to ensure that the pupils at St Luke and St Philip's receive an education which takes account of the relevance of Computing in our society. Through following the progression of skills and capabilities, our children will be able to use a variety of technology confidently and effectively. They will also learn to apply the knowledge and skills they have acquired to a variety of curricular areas.

IMPLEMENTATION

Foundation Stage

Opportunities for the use of technology including role play are identified in continuous provision planning.

Key Stages 1 and 2

A progression of skills document has been developed to take account of the new National Curriculum, to ensure an appropriate level of challenge and breadth of access to equipment and resources. This has been adapted to fit in with our topics..

The progression of skills document is based around the following areas of capability:

- Information Technology
- Computer Science
- Digital literacy

Progressive online safety statements are included, although elements of online safety may be taught in other subjects or as part of a whole school programme. Further details are included in the online safety policy.

IMPACT

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PLANNING

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. 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. 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.' *Excerpt from the 2014 National Curriculum Computing Programme of Study.*

At St Luke and St Philip's Primary School we use a range of technology. This includes:

- communication tools
- interactive screens
- sound recorders
- Ipads
- Chromebooks
- remote control toys
- sensing and control equipment
- specific subject related software and online content.

These resources may be used to teach Computing skills and capabilities or to provide access to or enhance the wider curriculum.

EYFS

The Early Years Foundation Stage profile sets out the early Computing skills and knowledge as part of Understanding the world , with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

THE ROLE OF THE SUBJECT LEADER

The role of the Computing subject leader includes:

- Giving advice on purchasing, setting up and siting of Computing equipment, in consultation with the Headteacher and technician.
- In consultation with the Health and Safety Officer, ensure appropriate health and safety legislation and protocol are fulfilled regarding the siting and use of technology.
- Ensuring a rolling programme of replacement.
- Reviewing, evaluating and purchasing new resources and equipment for the Computing curriculum.
- Supporting other subject co-ordinators in terms of the level of Computing capability necessary to use resources.
- Maintaining their own skills and knowledge and those of other staff members through identifying training needs and providing appropriate access to training.
- Updating, reviewing and disseminating the progression of skills.
- Updating, reviewing and disseminating the Computing and Online Safety policy documents.
- Supporting in co-ordinating the repair, maintenance and introduction of new and existing hardware.
- Overseeing tech support.

- Organising access to Computing curriculum resources.
- Seeking advice and support, where necessary, from appropriate sources.
- Being a member of the school's Online Safety leadership team.
- Overseeing the use of Social Media platforms used in school.
- Keeping up to date with issues relating to the effective use of Computing to support teaching and learning in their subject.
- Providing or identifying appropriate software, online resources and equipment to support teaching and learning.
- Ensuring that where the use of Computing resources and equipment will support teaching and learning, it is identified in planning.
- Monitoring effective use of Computing to support teaching and learning.

RESPONSIBILITIES

- All relevant staff will ensure that the Computing curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to Computing are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in Computing regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and Computing materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;

- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation

Policy reviewed: September 2021

Policy reviewed by : Mrs V Howarth

Agreed by Governors: _____

Next review date: September 2023