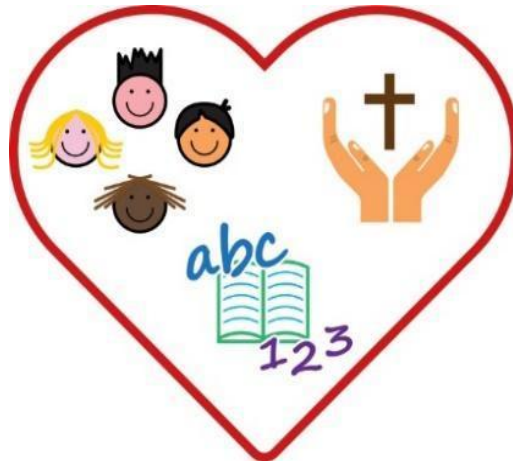


# ST. MATTHEW'S C.E. PRIMARY ACADEMY



## Computing Policy

Reviewed: Nov 2024  
By: M Ward

Date of next review: Nov 2027

## Computing Policy

### Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

### Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all **'Be blessed by God, be happy and aspire to be...'**

### Aims and Objectives.

Computing is changing the lives of everyone. Through teaching Computing we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by access to varied and developing technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. They learn how to employ Computing to enable rapid access to ideas and experiences from a wide range of sources. Increased capability in the use of Computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use Computing to its best effect, and to consider its implications for home and work, both now and in the future.

Our aims and purposes of teaching Computing throughout the Foundation Stage, Key Stage 1 and Key Stage 2 should offer opportunities for children:

- to develop Computing capability in finding, selecting and using information.
- to use Computing for effective and appropriate communication.
- to monitor and control events both real and imaginary.
- to apply hardware and software to creative and appropriate uses of information.
- to use their Computing skills to develop their language and communication skills.
- to apply their Computing skills and knowledge to their learning in other areas.
- to explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.
- to develop an awareness of the advantages and limitations of Computing.
- to be aware of the benefits and risks of Computing in terms of E-Safety.

### Teaching and Learning of Computing

As the aims of Computing are to equip children with the necessary skills to use technology to become independent learners, the teaching style we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use technology to assist them in the most efficient way possible.

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We recognise that all classes have children with widely differing abilities. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. This is achieved by:

- Setting common tasks which are open ended and have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping by ability for Computing sessions.
- Providing resources of differing complexity.
- Using adult support.

### **Computing Curriculum Planning.**

Here at St Matthew's we are fortunate to have Junior Jam deliver our core Computing Curriculum. Each year group has units which build upon previous skills and concepts of the National Curriculum and our Computing Curriculum provides learners opportunities to develop their skills of:

- Digital Literacy - the ability to use information and communication technologies to find, evaluate, create, and communicate information
- Computer Science – the ability to read, create and understand data in various forms to manipulate input and output. This can be achieved with instruction writing and then develop into using coding in various programs.
- Information Technology – the knowledge and understanding of how digital systems work and link together and how we can use them and stay safe online.

In addition to this we deliver Online Safety lessons within our PSHE curriculum and always have a clear focus on Online Safety when using technology in any subject area.

### **Features of progression**

Progression is ensured through the delivery of our Computing Curriculum as well as through the assessment of current skills. To ensure children make sufficient progress in Computing, teaching should promote opportunities for children, as they move through Foundation Stage, Key Stage One and Key Stage Two to progress:

- From using single forms of information to combining different types of information, matching the form of presentation to the audience and what is being communicated.
- From personal use of Computing to using Computing to meet the needs of, and communicate with others.
- From using Computing to replicate and enrich what could be done without Computing e.g. playing a word game or drawing a picture to using Computing for purposes that could not have been envisaged without it, such as exploring 'what if' situations and modelling new ones.
- From using everyday language to describe work to increasingly precise vocabulary and ways of recording.
- From personal use of Computing in a few areas, to understanding a wider range of uses for ICT and the consequences of its use for themselves, their work and others.
- From organising information as separate items e.g. a single graphic image, to organising information in sequences and more complicated, interactive, structures e.g. a multimedia presentation or database.

## **St Matthew's Church of England Primary Academy – Computing Policy**

- From initial exploration of ideas and patterns to more systematic use of ICT for analysis and design.

During Key Stage One pupils explore Computing and learn to use it confidently and with purpose to achieve specific outcomes. They start to use Computing to develop their ideas and record their creative work. They become familiar with hardware and software.

During Key Stage Two pupils use a wider range of Computing tools and information sources to support their work in Computing and other subjects. They develop their research skills and decide which information is appropriate for their work. They begin to question the plausibility and the quality of information. They learn how to amend their work and present it in a way that suits its audience.

### **Feedback and Assessment**

Not all Computing work will be formally recorded (printed), however when work is marked or annotated by the teacher it should be done in accordance with the school's marking policy. A lot of Computing work will have verbal feedback both during and at the end of a session as appropriate. At the end of a completed unit each child is assessed against the unit objectives and these assessments can be accessed and monitored when required.

### **Foundation Stage**

We teach Computing in Reception and Nursery classes as an integral part of the creative curriculum covered during the year. As they are both part of the Foundation Stage of the National Curriculum, we relate the Computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use various hardware and software as well as practise logging onto the system. As well as the Foundation Stage we have continuous provision in our Year 1 classrooms as well.

### **Monitoring and Review**

The monitoring of the standards of the children's work and the quality of teaching in Computing is the responsibility of the Senior Management Team and the Computing subject leaders. The Computing subject leaders are also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. An annual subject development plan is drawn up and implemented by the subject leaders. All Computing policies will be reviewed every three years.