St. Oswald's Catholic Primary School Computing Policy 2020/21

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Love Jesus, Love Learning, Love Each Other.

St. Oswald's Catholic Primary School

Computing – Intent, Implementation and Impact – 2020-21

Computing Leader – Mrs Wibberley

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

Intent

In line with the 2014 National Curriculum for Computing, our aim is to provide all pupils at St Oswald's with rich and deep learning experiences that balance all the aspects of computing. It is a subject that not only stands alone but is woven into all areas of the curriculum and can therefore provide a wealth of learning opportunities and transferrable skills explicitly within the computing lesson and across other curriculum subjects. Technology plays a big part in today's society and although many of the children at St Oswald's are exposed to technology outside of school, we believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world beyond our gates.

By the time they leave St Oswald's, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Implementation

Our book-based curriculum offers the chance to link each subject to the book that is currently being studied. Where possible, computing is linked to the class book however, this is not always possible and staff have a long-term plan to follow for the year. Every class has a timetabled computing lesson and within that lesson, they have access to laptops and iPads. We encourage staff to incorporate technology throughout the wider curriculum and we have a teaching assistant who is very skilled in computing who will support each class with this. Each class has access to SMART boards and teaching is delivered using this technology. The children are introduced to a wide range of equipment and resources throughout their time at St Oswald's including a green screen, VR headsets, merge cube, Discovery Education and iLearn2 just to name a few.

The implementation of the curriculum ensures a balanced coverage of computer science, information technology and digital literacy. Kapow and Discovery Education have supported teachers with implementing the curriculum in a coherent and confident way. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon.

In Early Years and Key Stage 1, the children begin to develop their computing skills through using a range of technology. Children develop their skills to navigate around a computer, use a range of Microsoft programmes to copy, paste images, and insert text boxes. The use of the internet to search images is incorporated alongside internet safety to reinforce the importance. They also learn what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms. In Key Stage 2, children build upon previous skills taught and apply these to a variety of different technology.

Impact

Our Computing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. The children at St Oswald's will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely.

As children become more confident in their abilities in computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

Staff frequently monitor the attainment of children using the statements and steps on Target Tracker. Leaders gather knowledge of how the curriculum is being taught through work scrutinies, lesson observations and pupil interviews where children can articulate and demonstrate the skills they have been taught. Evidence can also be monitored on Seesaw.

COMPUTING FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19

Intent:
- ✓ to use resources from Kapow and Discovery Education to plan an effective catch up computing sequence for all of our pupils;
- ✓ to use pre-learning activities to ensure planning is matched to where individuals are at;
- ✓ to build the confidence, resilience and competence with computing;
- ✓ to ensure all pupils access various devices and programmes to deepen understanding;
- ✓ to ensure computing language opportunities are maximised to enhance pupil confidence further;
- ✓ to identify gaps from 2019-20 and plan catch up opportunities to fill these gaps;
- ✓ to develop the ability to solve problems through decision-making in a range of contexts;
- ✓ to ensure all of our pupils fulfil the expectations of the National Curriculum 2014.
- ✓ to use Seesaw to maintain the learning journey through lockdown/isolation;
- ✓ Monitor closely the progress and development of the vulnerable groups throughout the school.
- ✓ To develop confidence in computing in EYFS, where the environment enables pupils to succeed and practise computing skills regularly.
- ✓ Identify individuals early who need additional intervention and support to continue to develop in their learning.
- ✓ Form greater links between home and school through Seesaw so that parents develop a greater awareness of how they can support their child.

Implementation:
- Teachers will use the Kapow and Discovery resources to support them with their teaching.
- Pupils will complete regular mini tasks to assess their skills;
- Termly assessments will be completed and reviewed across all year groups.
- CPD for staff on the effective use of Kapow and Discovery Education and how this can be evidenced on Seesaw.
- Teachers to make regular use of computing skills across other areas of the curriculum;
- Pupils to access work on e-safety each half term so that they are accessing devices in the safest way possible;
- Support for parents with keeping their children safe on devices – information shared via Twitter, website and seesaw.

Impact:

- Children by the end of the year will have shown sufficient progress – it is difficult to define, "sufficient," as the pandemic is ever-changing;
- The vast majority of pupils will be performing mostly within age-related expectations;
- Seesaw illustrates the confidence pupils have to demonstrate their computing skills and recall their learning at home.
- Pupils have a wide range of skills and strategies to solve a wide range of computing problems and apply their skills
- Pupils have a strong sense of the value of computing and can make links across all areas of the curriculum applying their skills.