Computing Subject Policy

'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- Inclusion Policies

COMPUTING STATEMENT OF INTENT

The aim of the computing curriculum at The Blessed Sacrament Catholic Primary School is to provide a relevant, challenging and enjoyable curriculum that meets the needs of the National Curriculum as well as enhancing their learning throughout the wider curriculum. We strive to equip our children with the skills to embrace and utilise new technology in a safe and responsible way as well as providing them with the confidence and capability to use their learnt skills in later life. We want the use of technology to support and enrich learning across the curriculum and to ensure that our curriculum is accessible to every child. We want our children to be digitally literate and competent end-users of technology but also, through our computer science lessons, we want them to develop creativity, resilience, problem-solving and critical thinking skills. We want to instil in the children an understanding of themselves as individuals, as part of their local community, as members of a wider global community and how they can be responsible digital citizens.

TEACHING AND LEARNING IN COMPUTING

As the school develops its resources and expertise to deliver the ICT and computing curriculum, modules are planned in line with the national curriculum and allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Daily planning will seek opportunities to use ICT across the curriculum as well as discrete lessons in computer science.

COMPUTING IN EYFS

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

COMPUTING IN KEY STAGE ONE

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

- create and debug simple programs

- use logical reasoning to predict the behaviour of simple programs

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

- recognise common uses of information technology beyond school

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

COMPUTING IN KEY STAGE TWO

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PLANNING FOR THE CURRICULUM

We follow the National Curriculum requirements to ensure coverage of all key areas of learning throughout Key Stage One and Key Stage Two. We use these as the basis for our half termly overview which is broken down further within our medium term planning. The class teacher keeps these plans in their planning file. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work, so that the children are increasingly challenged as they move through the school.

ASSESSMENT IN COMPUTING

At The Blessed Sacrament Catholic Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. After each unit has been taught teachers complete an assessment document, which allows class teachers and subject leaders to track standards within Computing and to direct any CPD and support where appropriate.

RESOURCES

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT infrastructure by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school.

ICT and computing network infrastructure and equipment has been sited so that:

• Every classroom from EYFS to Yr6 has a laptop connected to the school network and an interactive whiteboard.

• There are 2 laptop trolleys in school containing 15 laptops each with internet access available to use in classrooms.

- There is a fully equipped ICT suite with enough computers for children to work individually, interactive whiteboard for teacher modelling and various input and output devices including microphones and headphones.

• Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.

• The school has an ICT and computing technician.

In terms of software, the subject lead will keep abreast of the latest developments in educational software and look to ensure the school has the best available software to ensure effective delivery of the curriculum.

PROFESSIONAL DEVELOPMENT AND TRAINING

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

HEALTH AND SAFETY

• The ICT and computing technician will be responsible for regularly updating anti-virus software.

• Use of ICT and computing will be in line with the school's 'acceptable use policy'.

• Parents will be made aware of the 'acceptable use policy' at school entry and KS2.

• 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.

ROLES AND RESPONSIBILITIES

The subject leader is responsible for producing an ICT and computing development plan and for the implementation of the ICT and computing policy across the school.

• To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of ICT.

- To maintain and review the online safety policy throughout the school.

• To maintain resources and advise staff on the use of materials, equipment and books.

• To monitor classroom teaching or planning following the school's rolling programme of monitoring.

• To monitor the children's ICT work, looking at samples of different abilities.

• To manage the ICT budget.

• To lead staff training on new initiatives.

• To attend appropriate in-service training and keep staff up to date with relevant information and developments.

• To have enthusiasm for computing and encourage staff to share this enthusiasm.

• To keep parents and governors informed on the implementation of ICT in the school.

• To liaise with all members of staff on how to reach and improve on agreed targets

• To help staff to use assessment to inform future planning.

MONITORING AND EVALUATION

Monitoring takes place regularly through sampling children's work, and teacher planning, pupil discussions, through a book scrutiny and lesson observations. This is timetabled on the Monitoring schedule and linked to the Monitoring Policy.

INCLUSION

Able Gifted and Talented

- Pupils are systematically equipped with skills to make them more effective learners.
- Many open-ended learning opportunities are provided to use these skills.

English as an Additional Language

- Model all skills that are taught

Special Educational Needs

- One or two- step instructions
- Visual prompts
- Pairing partners

Pupil Premium

- To allow time within the school curriculum for these children to supplement their computer skills

Mobility

- Use assessment tools to baseline the children
- Plan interventions to fill the gaps

Computing Policy

April 2020

The implementation of this policy will be monitored by Daniel Thompson in consultation with Nancy Billingsley.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date:_____