St Bernadette's Catholic Primary School

Computing Policy

The Mission for St Bernadette's Catholic Primary School is,

"to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.

As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential."

Therefore, the development and implementation of our Computing Policy plays an important part in enabling us to strive towards achieving this mission for all the children in our care.

Intent

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of and with Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.
The policy should be read in conjunction with the scheme of work for Computing which sets out in detail what pupils will be taught and how Computing can facilitate or enhance work in other curriculum areas.
This document is intended for

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents

Copies are of this policy are kept centrally and are available from the head teacher and the subject coordinator.

Introduction

Information and Communications Technology (ICT) including Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.
We recognise that Computing and Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all children to be confident users of Information Technology to prepare them for key stage 3 and beyond. We want to extend the children's horizons by using

information technology to bring our community and the world into the classroom. We use this to enhance and extend and the children's learning across the whole curriculum and therefore raise academic standards. Increased capability in the use of Information Technology promotes initiative and independent learning.

Aims

- To enable children to become autonomous, independent users of computing, gaining confidence and enjoyment from their computing activities
- To develop a whole school approach to Computing ensuring continuity and progression in all strands of the Computing National Curriculum
- To use Computing as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their Computing capabilities in all areas.
- To ensure Computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEND and disabilities
- To maximise the use of Computing in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through key stages 1 & 2
- that the National Curriculum for Computing is given appropriate coverage
- that all children have access to a range of Computing resources
- that Computing experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date.

Implementation

Curriculum Content

Key Stage 1

Pupils will be taught to:

- understand what algorithms are; how they are implemented as programs on digital device; 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
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about materials on the internet

- recognise common uses of information technology beyond school.

Key Stage 2

Pupils will 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
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Teaching & Learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability
- Different levels of input and support
- Different outcomes expected.

Equal Opportunities

We will ensure that all pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability.

It is our policy to ensure this by:

- ensuring all children follow the scheme of work for Computing
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

Internet Safety
Internet access is planned to enrich and extend learning activities.
The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet access policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed in the Computing room and classrooms.
Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Inclusion
We recognise Computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.
Computing can cater for the variety of learning styles which a class of children may possess.

Using Computing can:
- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs.

We aim to maximise the use and benefits of Computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles & responsibilities Senior Management
The overall responsibility for the use of Computing rests with the senior management of a school. The Head, in consultation with staff:
- determines the ways Computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that Computing is used in a way to achieve the aims and objectives of the school;
- Ensures that there is a Computing policy and identifies a subject leader.

Computing Subject Leader
There is a designated Computing Subject Leader to oversee the planning and delivery of Computing within the school.
The Computing coordinator will be responsible for
- raising standards in Computing as a national curriculum subject
- facilitating the use of Computing across the curriculum in collaboration with all subject leaders.
- providing or organising training to keep staff skills and knowledge up to date

- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the Computing curriculum and reporting to the head teacher on the current status of the subject**.**

The Classroom Teacher
Even though whole school co-ordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the subject leader in the monitoring and recording of pupil progress.

Health & Safety
We will operate all Computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computer Room Rules are also on display for reference along with specific rules for the use of Internet and E-mail. The school also has a 'Responsible Use of The Internet Policy' document.

Home school links
Children are given the option to complete some homework tasks, when appropriate, using computers out of school. Teachers are sensitive to the fact that children may not have access to computers or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses.
A school email address will have been given to parents and is listed on the newsletter.
We have a school website which promotes the school's achievements as well as providing information and communication between the school, parents and the local community.

Effective and efficient deployment of resources
Computer resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.
To enable regular and whole class teaching of Computing in the school all classes have access to laptops/ipads for approximately 1 hour per week to develop their computing skills.
The school's interactive screens are located in classrooms. They are permanently mounted. Specialist equipment e.g. digital cameras, is also available for teachers to use in and out of the classroom.

Impact

Assessment
Computing is assessed both formatively and summatively throughout the school year. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning.

A summative assessment takes place at the end of the Autumn and Spring terms and the children are assessed as entering, developing or secure in relation to their year group expectations.

At the end of the school year each teacher submits end of year group evaluations in Computing against National Curriculum year group expectations. This includes the overall evaluation of the standards in each year group and the evaluation of sub groups such as boys, girls and Pupil Premium.

This enables the subject leader to have a full understanding of the standards in Computing throughout the school and the information needed to support further subject development.

Monitoring

Monitoring Computing will enable the subject leader to gain an overview of teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of teaching and learning the subject leader will:

- Scrutinise plans to ensure full coverage of the Computing curriculum requirements
- Analyse children's work
- Observe teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data.