

Sacred Heart Catholic Primary School and Nursery



Computing Policy

SAFEGUARDING STATEMENT

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children, young people and adults. We expect all staff and volunteers to share this commitment”.

MISSION STATEMENT

This is our school

Together we worship
Together we learn
Together we belong

With the love of God,
our dreams and ambitions come true.

Reviewed June 2022

To be reviewed June 2024

Presented to Governors:

Computing

We believe, computing at Sacred Heart stimulates and enthuses children's love for computing. It can give the children the opportunity to explore, refine, develop their creativity and become adaptable in their problem-solving skills. This process is, firstly, underpinned by strong core skills in computer science and information technology.

Children's understanding of computing will aid their transition into a rapidly changing world, a world in which technology increasingly plays a part both in our everyday lives and in the workplace. As such, it is vital that the children are taught skills such as being resilient, safe, socially responsible and effective communicators. As with all other subjects in the curriculum, we support and adapt tasks and activities to ensure that all pupils can access them at the appropriate level. At their entry point, children's learning will build upon their previous exposure to technology and aims to expose them to the unlimited potential computational thinking and skills may give them in technical careers.

Curriculum

The National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation [CS]
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems [CS]
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems [IT]
- are responsible, competent, confident and creative users of information and communication technology. [DL]

We recognise that pupils are entitled to a structured and progressive approach to the learning of the skills needed to enable them to use quality hardware and software effectively. The purpose of the Computing Policy is to state how the School enables such provision.

Aims:

At Sacred Heart we aim to ensure that all our learners develop their technological skills and make use of technology effectively and safely. We aspire to be an effective and efficient school with technologically competent staff and learners. Through the use of the online teaching and learning platform Purple Mash, we are able to provide an exciting, relevant and appropriately progressive curriculum.

School staff will:

- Provide a. engaging, meaningful and exciting curriculum for Computing for all children
- Meet the requirements of the National Curriculum.
- Embed the use of Computing in teaching practice in order to enhance learning throughout the curriculum
- Integrate and adapt to new developments in technology in teaching where it is beneficial to do so.
- Provide professional development to all staff members to enable them to meet the expectations of the school and their own aspirations.

Children will:

- Develop Computing capability in finding, selecting and using information
- Use Computing for effective and appropriate communication
- Monitor and control events both real and imaginary
- Apply hardware and software to creative and appropriate uses of information
- Apply their Computing skills and knowledge to their learning in other areas
- Use their Computing skills to develop their language and communication skills
- Explore their attitudes towards Computing and its value to them and society in general e.g.
- Learn about issues of security, confidentiality and accuracy.
- Use the knowledge and understanding taught to create programs, systems and a range of content.

Planning & Scheme of Learning

It has been identified that the foundation of both children's computational thinking and core IT skills needs strengthening before more 'open-ended' computing activities are given to children. Purple Mash provides for this foundation as each year group's computer science activities have a 'catch-up' option that reviews key knowledge, skills and understandings that should have been gained in previous year groups.

In addition, Purple Mash provides a comprehensive curriculum map, progression of skills document, knowledge organisers and planning of different timeframes that will aid the teaching of computing by all teachers in the school, where required.

At Sacred Heart, our whole school curriculum offers a blended approach of enquiry and knowledge delivery. Our Inspiring Learning curriculum organises learning into topic themes based upon key questions. Where possible, discrete computing lessons will be integrated with these questions and will use them to form the basis of the problem-solving activities presented.

Delivery

Across Key Stage 1 and Key Stage 2, our children will use technology to:

- Learn Programming by using programmable toys, program on screen, through animation, develop games (simple and interactive) and to develop simple mobile apps.
- Develop their computational thinking through filming, exploring how computer games work, finding and correcting bugs in programs, creating interactive toys, cracking codes and developing project management skills.
- Develop computing creativity by taking and editing digital images, shooting and editing videos, producing digital music and creating video and web copy for mobile phone apps.
- Investigate computer networks through finding images using the Web, researching a topic, finding out how the school network operates, editing and writing code, creating an e-safety micro-site, and planning the creation of mobile apps.
- Communicate and collaborate by producing a talking book, communicating clues, use email, produce wikis, create and write blog pages and design interfaces for apps.
- Understand the need for productivity as a life skill through creating a card electronically, recording data, create surveys and analyse results, create virtual spaces and research the app market.

Teacher's planning is differentiated to meet the range of needs in each class. A wide range of teaching and learning 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 of the task. Different outcomes may be expected depending on the ability and needs of the individual child.

Equal Opportunities /SEND:

At our school we teach Computing to all children, whatever their ability. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful, inclusive provision at Sacred Heart is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is essential that at all times pupils, staff and families are following the same guidance on how to be safe online.

Inclusive practice in Computing should enable all children to achieve the best possible standard; whatever their ability, gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

There are a number of specific software programmes which are used to support children with particular SEN issues; such as Clicker 6 which is used to support writing and individual iPads for children ASD.

Assessment and Recording:

Teachers record the progress made by children against the Computing Key Skills. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information on their planning and on OTrack. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

