ST. JAMES' CATHOLIC PRIMARY SCHOOL

COMPUTING POLICY

INTRODUCTION

This policy sets out our school's aims and strategies for the successful delivery of Computing. The policy has been developed by the Computing Team. This policy is based on government recommended/statutory programmes of study. Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

INTENT

Our school believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving, to the very best of their abilities. We understand the immense value technology plays, not only in supporting the Computing and whole school curriculum, but overall in the day-to-day life of our school. We believe that technology can provide enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

- o Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- o Enthuse and equip children with the capability to use technology throughout their lives.
- o Give children access to a variety of high-quality hardware, software and unplugged resources.
- o Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- o Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- o Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- o Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- o Utilise computational thinking beyond the Computing curriculum.
- o Provide technology solutions for forging better home and school links
- o Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

SAFEGUARDING: ONLINE SAFETY

- o Online safety has a high profile at our school. We ensure this profile is maintained and that pupil needs are met by the following:
- o A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- o Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements.
- o They know who to contact at school if they have concerns.
- o A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- o Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- o Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- o Our safe Internet usage policy (part of our Acceptable use of ICT, safe internet usage and e-safety policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- o Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- o Filtering and monitoring systems for all our online access.

o   Data policies which stipulate how we keep confidential information secure.

IMPLEMENTATION
As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

EARLY YEARS IMPACT
We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:
o   Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
o   Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
o   Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
o   Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

KEY STAGE 1 IMPACT
o   Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
o   Write and test simple programs.
o   Organise, store, manipulate and retrieve data in a range of digital formats.
o   Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

KEY STAGE 2 IMPACT
o   Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
o   Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
o   Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
o   Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.
o   Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
o   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.

ASSESSMENT

- o Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- o Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.
- o Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.
- o Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- o Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- o Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.
- o Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash. Additionally, exemplar pieces of work from individual pupils is shared with parents using Parent Portal (a feature in Purple Mash).