

SACRED HEART CATHOLIC PRIMARY SCHOOL HINDLEY GREEN

Grow in the Spirit of Love and Learning



Computing Policy

ADOPTED BY GOVERNORS ON;

28th June 2018

REVIEW DATE:

June 2020

Our Mission

“Grow in the spirit of love and learning”

Our Mission is to put our Catholic faith at the centre of everything we do to value and respect each individual

to inspire a love of learning

harness a natural curiosity to develop a thirst for knowledge

to prepare our children for opportunities and responsibilities in the adult world

to share our talents at the heart of the local and wider community

*Finally we will **cherish** the Christian values of forgiveness, love, care and respect for others, especially the more vulnerable, encouraging a love of learning and a zest for life.*

Purpose

This policy reflects the school’s vision regarding the organisation of Computing teaching at Sacred Heart. The policy should be read in conjunction with our Overview of Computing document, which details the content of Computing taught within specific year groups across the school. The policy outlines a framework in which staff can operate and provides information regarding resources, planning, teaching and assessment.

Introduction

The National Curriculum (2014) identifies Computing as a discrete subject. It is characterised by an ability to effectively use I.C.T. tools and information sources to analyse, process and present information and to model, measure and control external events through the use of programming skills. Central to the Computing Curriculum is computer science; involving the teaching of: computational thinking, an understanding of the workings of digital systems and how to harness this knowledge to program. Through the teaching of Computing, children will become digitally literate and “active participants in the digital world” (NC, 2014).

At Sacred Heart, we recognise the importance of Computing as a tool in the society that we live in, and in teaching and learning. Computing teaching enables pupils to thrive in a constantly evolving digital world.

Aims

1. To provide opportunities for children to become digitally literate, confident and competent users of computing
2. To develop a whole school approach to computing, ensuring continuity and progression in all strands of the Computing National Curriculum
3. To provide an environment in which each learner comes to be at ease with using I.C.T. to do everyday tasks.
4. To give pupils the opportunities, where appropriate, to develop and apply their I.C.T. capability in their study of other National Curriculum subjects.
5. To use I.C.T. to create opportunities for both collaborative and independent learning.
6. To use I.C.T. to access and enhance cross curricular learning.

Safeguarding Children

Sacred Heart Catholic Primary school is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Safeguarding policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, and the guidance contained in "Working Together to Safeguard Children", the DfE's statutory guidance "Keeping children safe in education", Guidance and procedures produced by the Wigan Safeguarding Children Board. We also have regard to the advice contained in DfE's "What to do if you're worried a child is being abused" and "Information Sharing – Advice for practitioners". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

Teaching

In **EYFS**, the children will be assessed against the following Early Learning Goal:

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a range of purposes.

Use of technology and recognising technology as part of everyday life will be embedded in teaching throughout EYFS. Throughout EYFS, our youngest learners will have access to technology in their learning (including laptops, Ipads, technology based toys) and will begin to understand that different technologies, both at home and school can help them in a range of different ways.

In **Key Stage 1** Pupils will 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.

In **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
- 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.

Our Overview of Computing document outlines how these National Curriculum objectives are covered within specific year groups. This document is reviewed annually and is used by the teachers to ensure coverage of content and exposure to a range of different technologies and programs.

Organisation

Each year group will have at least one dedicated lesson per week. In addition to this discrete, dedicated session, further opportunities across the curriculum will increase this allocation. The timetabling and organisation of Computing teaching will be the responsibility of the class teacher and will be a combination of whole class teaching, group work and individual learning where appropriate. This will be monitored by the Computing Subject Lead and Senior Leadership Team.

Assessment

The statutory requirements in all Key Stages are that a record must be kept of progress and achievements for each pupil and a report sent annually to parents offering brief particulars of those achievements and progress. Children will be assessed in a variety of ways, oral, written, pictorial and practical. It is intended that pupils will build up a portfolio of work, both digital and physical. Staff records will be kept and will include: planning sheets and rotas of learners using applications with notes of progress.

Within each year group, children will be assessed against the National Curriculum objectives that they have encountered. This will be recorded on an Excel Document and passed up to the next class teacher. Children will be deemed to be either: Working at the Expected Standard, Working Towards the Expected Standard, Have not Met the Expected Standard or Exceeding the Standard for each specific National Curriculum Target. Staff notes and observations and the portfolio of evidence will support these judgements.

Resources

There is a suite of twelve networked computers located in the Learning Zone, along with an interactive whiteboard and a mini-suite of three networked computers in Key Stage 1 Resource Area. All classes have access to the suite on a rota basis. In addition to this there are 15 networked laptops available to book, as well as, a further 15 laptops distributed throughout school and each classroom has a networked computer. School has 9 i-pads (i-pads and i-pad minis) available for the children to use to enhance their learning. In addition to this, we have one class set of Micro Bits for children to access in UKS2, beebots, 2 crumble kits with the relevant software, a digital camera within each class and a set of Lego Wedo. To aid with planning and teaching, we also have class sets of the Learning to Code Books for each KS2 class.

Safety

Pupils will be trained, in-line with the E-Safety requirements of Curriculum'14 to use and handle I.C.T. equipment safely. E-Safety is a topic regularly revisited. (See E-Safety Policy)

S.E.N./Differentiation

At Sacred Heart we believe that all children have the right to high quality teaching that is differentiated and personalised to meet all children's needs, including children identified as having Special Educational Needs. Barriers to learning must be removed to enable all learners to feel included and enable them to make progress.

Indeed, we recognise Computing offers opportunities for pupils with special education needs and gifted and talented children. Computing can cater to a range of different learning styles and we recognise that using computing can increase access to the curriculum for individual learners, improve presentation of work, raise confidence and motivation, and address some learner's needs. ICT is one of the many resources that we possess that may enable all pupils to achieve their potential.

Equal Opportunities

All children have the same access to I.C.T. activities regardless of their gender, race or cultural background.