



St Maria Goretti Catholic Academy

Part of All Saints Catholic Collegiate

Policy for Computing

Computing has enormous potential not just for a National Curriculum. It will change the way we learn as well as the way we work.

Chris Yapp ICL Fellow for Lifelong learning

Policy adopted.....

Review date.....

Chair of Governors / Committee.....

Headteacher.....

1. Purpose:

This policy expresses the school's aims, principles and strategies for the teaching and learning of Computing and Information and Communication Technology. It was developed in Spring 2016 by T. Burrows (STG) & L. Fox (SMG) through discussions with teachers and the Leadership Team.

2. Vision

- Learners in our school will be confident and independent when using computing to solve problems across the curriculum.
- Computing is used to equip all learners with the experience and skills for computing that they will use in fast-changing technological world.

3. Aims

- The Computing Subject Leader and leadership team support staff to deliver a high quality computing education.
- Children, parents, staff, governors and the wider community have relevant and meaningful experiences using Computing.
- Computational thinking – the ability to solve problems in a creative, logical and collaborative way – is developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science.
- Pupils become responsible, competent, confident and creative users of information and communication technology.
- Pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Opportunities for communication and collaboration develop understanding of the purposes for using technology and these are used to bring together home and school learning experiences.
- Technology is used imaginatively to engage all learners and widen their learning opportunities,
- Pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
 - Develop computing skills, knowledge and understanding
 - Develop an understanding of the wider applications of computer systems and communication technology in society
 - Develop independent and logical thinking through reasoning, decision making and problem solving
 - Develop imagination and creativity
 - Work independently and collaboratively

4. Curriculum coverage and progression

- Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage.
- Long term planning has been developed using the eLiM Wessex computing scheme and demonstrates coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage 2 as identified in the Computing PoS.
- Medium term planning takes account of differentiation and progression and is also based on the eLiM Wessex computing scheme.
- Key skills in information technology are developed through Multimedia and Handling Data threads and are integrated into learning in other curriculum areas.
- E-Safety is also developed through PSHCE, explicit online safety sessions and the computing curriculum.
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning.

5. Teaching and Learning

- As an objective of teaching of computing is to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in computing is for individuals or groups of children to use computers to help them progress in whatever they are studying.
- We recognise that all classes have children with a wide range of computing abilities. This is especially true when many children have access to computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:
 - Setting tasks which are open-ended and can have a variety of responses;
 - Setting tasks of increasing difficulty (not all children complete all tasks);
 - Grouping children by ability in the room, and setting different tasks for each ability group;
 - Providing resources of different complexity matched to the ability of the child;
 - Using classroom assistants to support the work of individual children or groups.

6. Early Years

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- The Foundation Stage teacher plans for technology in a range of contexts.

7. Online Safety

The school has an Online Safety policy in place that details how the principles of online safety will be promoted and monitored.

The school promotes the principles of online safety and consistently models and shares the principles so that they are understood by not only children but by the whole school community.

8. Assessment

- Progress is assessed on an on-going basis using subject 'milestone' statements for each thread of Computing. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.
- Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.
- Lesson observations, summative and formative assessment fully inform future planning.
- Each class teacher maintains a record, indicating pupils that are working beyond or below age-expected attainment. This is passed on to the next class teacher.
- Children are aware of the milestone statements and are encouraged to challenge themselves using success criteria for their work.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Information is shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.

9. Equal Opportunities and Inclusion

- The school maintains its policy of equal opportunities as appropriate for Computing. At our school we teach computing to all children, whatever their ability and individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEND pupils are met.
- The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.
- For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
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10. Resources

- The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National curriculum. We maintain a list of resources used in each phase.
- Online tools are part of the experience of pupils.
- The Computing subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider, Evolve.
- Hardware and software faults are reported to the technical support team weekly.
- The Computing Action Plan expresses the school's priorities for future expenditure and is reviewed by the Computing subject leader, Local Academy Representatives and senior management who consider its impact on all learning.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.
- Old resources are disposed of in line with relevant environmental disposal guidelines and the school's data protection policy where these are applicable.

11. Health & Safety

- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's health and safety policy.

12. Roles and responsibilities

- The school community works together to ensure the implementation of the Computing policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.
- Subject leaders in other curriculum areas are responsible for recognising the links between computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- The Computing subject leader provides an annual report to the Head Teacher on the impact of the Computing curriculum and how resources are being effectively deployed. Governors/Academy Directors and other school leaders may include Computing in their learning walks around the school.
- The class teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate.
- The school receives technical support from Evolve ICT support and the technician is responsible for the maintenance of computers, printers, the school network and keeping software up to date. The subject leader liaises with the technician to ensure that the systems are running efficiently.

13. Monitoring

- The impact of the Computing curriculum is monitored regularly by the Computing subject leader through pupil discussion, samples of work and discussion with teachers and digital leaders.
- Systematic monitoring of all threads of Computing informs the subject leader and school development plan.
- The Computing leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of individual teacher's performance management plan.
- The subject leader has specially-allocated time for carrying out the vital tasks of reviewing samples of the children's work, and of visiting classes to observe the teaching of computing.

This policy will be reviewed annually.

Signed:

Date: