Together with Jesus, we grow in love

Holy Family Catholic Primary School

Computing Policy

At Holy Family Catholic Primary School, we are committed to providing all children with learning opportunities to engage in Computing. This policy reflects Holy Family Primary School's values and philosophy in relation to the teaching and learning of Computing. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Intent

At Holy Family, we aim to give our pupils the life-skills that will enable them to embrace and utilise technology in a socially responsible and safe way in order to flourish. We want our pupils to develop creativity, resilience and problem solving and critical thinking skills, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child.

Aims and Purposes

At Holy Family Catholic Primary, we aim to:

- Provide a relevant, challenging and enjoyable Computing curriculum for all pupils.
- Meet the requirements of the national curriculum programmes of study for Computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- Enable staff and children to gain confidence in, and enjoyment from, the use of ICT.
- To equip pupils with the confidence and capability to use Computing throughout their later life.
- Provide children with opportunities to develop specific ICT skills.
- To enhance learning in other areas of the curriculum using ICT and Computing.
- To develop the staff and pupils' knowledge and understanding of how to use ICT and Computing safely and responsibly.

Early years:

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. IT is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by IT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

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.

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.

Organisation

With portable devices located around school, it is essential that the organisation of those resources be such that there is a demonstrable equality of access. This is achieved by adopting the following organisational and pedagogical strategies as appropriate to the activity being taught:

- Planning activities that allow sufficient time for all individuals to take part
- Effective teaching input (whole class, group or individual) to allow completion of task without further teacher intervention
- Planning short, time limited, skills-focused activities, differentiated to the needs of the child
- Identify clear learning objectives in planning and teacher input
- Working individually, in pairs, or in small groups
- Splitting larger projects into clearly defined pieces with different groups or individuals taking on responsibility for specific parts
- Allow opportunities for work to be printed for display, evidence, etc.

Equal opportunities

Holy Family Catholic Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented are made available to support and challenge appropriately.

Assessment

At Holy Family Catholic Primary, teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the National Curriculum for Computing.

At Holy Family Catholic Primary, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to children as soon as possible.

IT and computing work is saved on the school network Student Share. Other work may be printed and filed within the subject within which the task was set.

Resources

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible PC system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school.

- Teachers are required to inform the computing coordinator or IT apprentice of any faults as soon as they are noticed.
- ICT and computing network infrastructure and equipment has been sited so that:
- Every classroom from nursery to Y6 has a computer connected to the school network and an interactive whiteboard with sound and DVD facilities.
- There are 30 iPads for use by EYFS – Y6 and each year group from Y1 – Y6 has an allocated day to use these for cross curricular lessons.
- Each class from Y1 – Y6 has an allocated afternoon slot to the Computer Lab for the specific teaching of computing skills.
- KS1 & 2 classes have access to Active Inspire Pods for each child.
- Holy Family use Smoothwall web filtering and threat management system alongside BT internet.

Roles and Monitoring

It is the role of the Computing lead, under the guidance of the Head teacher:

- To organise Computing within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery of the new curriculum.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for Computing and encourage staff to share this enthusiasm.