St. Peter's RC Primary School

Computing Policy 2024

"Unlocking potential with the keys of love, respect and friendship"

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.'

Computing programme of Study, DfE, 2013

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. Computing also ensures that pupils become digitally literate – able to use and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

At St Peter's, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet. For this reason, we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.

1. Intent

At St Peter's, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of Computing is of increasing importance for our children's future both at home and for employment.

'Purple Mash' forms the basis of our lessons and staff adapt these lessons to meet the needs of the children. At St Peters, we have acknowledged the great speed at which technology is progressing and how much access children have to devices and the internet. It is our aim to ensure that all children, parents/carers, staff and governors understand the benefits and dangers of using these devices. As well as teaching the key knowledge and skills to computing, we also see teaching online safety as a fundamental part of the curriculum. We have an online safety-based unit in every year group, as well as teachers including online safety aspects throughout the units they are teaching. We will also held a Safer Internet Day on the 11th February 2025. We aim to support the education and implementation of online safety with our parents/carers through providing links to relevant websites accessed through our school website; a weekly section of online advice sent to parents/carers through Facebook and our Online Safety Policy being available from our website.

2. Implementation

2.1. Teaching and Learning

At St Peter's we follow the purple mash scheme of work for computing. This covers the range of knowledge and skills that pupils need to know and have and gives them access to a range of software to help practice and acquire the skills needed to become competent users of computers in their various forms.

The three areas of computing that are taught in each year group through the units covered are: Computer Science, Information Technology and Digital Literacy, which by the end of KS2 will have met the aims of the national curriculum.

Computer Science

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning.
- To develop children's understanding of technology and how it is constantly evolving.

Digital Literacy

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices.
- To promote pupils' spiritual, moral, social and cultural development.

Information Technology

- To develop Computing as a cross-curricular tool for learning and progression.
- To promote learning through the development of thinking skills.
- To enable children to understand and appreciate their place in the modern world.

Children will predominantly use iPads during computing sessions to practice and apply their knowledge and skills but will also have access to laptops as well. Through purple mash children are exposed to a range of software for creating written documents, databases, spreadsheets, pictures, music, diagrams and their own games as well as others. The purple mash scheme has been adapted to fit into our four year plan, with the topics fitting into terms to help with cross-curricular learning. The subject leader has also created sticky learning overview sheets to go with each of these topics, identifying the sticky learning and key vocabulary for that topic. These are available on our website.

2.2. Progression of Skills

Computing topics are planned so that they build upon the children's prior learning. There are opportunities for children of all abilities to develop their own skills and knowledge within each topic.

2.3. British Values within Computing

Children at St Peter's Primary School demonstrate the following values whilst learning about Computing:

Democracy

- Listening to everyone's ideas in order to form a majority.
- Working as part of a team and collaborating to use computing devices effectively.

Rule of Law

- Developing knowledge of lawful computing behaviours.
- Demonstrating respect for computing laws.
- Understanding the risks in having a 'digital footprint.'

Individual Liberty

- Taking responsibility for our own computing behaviours.
- Challenging stereotypes and bias.
- Exercising rights and personal freedoms safely through knowledge of E-safety.

Respect and Tolerance

- Showing respect for other cultures when undertaking research using computing devices.
- Providing opportunities for pupils of all backgrounds to achieve in computing.

2.4 Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, class or gender, should have the opportunity to develop their computing capability.

We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

2.5. Monitoring

Monitoring termly enables the subject leader to gain an overview of Computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. As a school, we know evidence our subjects using Seesaw, allowing for more evidence for this subject, rather than just work saved on Seesaw.

2.6. Resources

To enable regular, whole class teaching of Computing, teachers have access to two banks of laptops as well as 30 iPads. Every class has an interactive touch-screen board linked to a main computer on the school network. Continually, the computing lead will consult with staff to ensure that the subject is sufficiently well resourced, to ensure that the school has the best available resources to ensure the effective delivery of the subject.

3. Impact

Within Computing we encourage a creative and collaborative environment in which pupils can learn to express and challenge themselves.

The implementation of this curriculum ensures that when children leave St Peter's, they are competent and safe users of ICT with an understanding of how technology works.

They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in Computing to different challenges going forward.

As in all other subjects, children should be assessed and appraised of their progress in their understanding and applying of computing skills. Teacher assessments of computing capability will be recorded throughout the year and reported to parents at the end of each academic year. Staff should save examples of pupils' work to form a judgement on each pupil's level of attainment at the end of each key stage. Formative assessment occurs on a lesson-by-lesson basis determined by the aims/objectives.

4. Governor Involvement

It is the role of the computing subject leader to :

- Liaise with Simon Lea, the computing Governor, about latest developments in computing at school, such as the curriculum and assessment and progress of children.
- To update on progress with the computing action plan by presenting a rag-rated copy termly.
- To present to computing governor every year on the subject of computing.

Policy written by: Lauren Haworth (Computing Subject Leader)
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