St Marie’s Catholic Primary School

Computing Policy



 ‘The Love of Christ, nurture, guide and inspire us.’

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| **Approving Body** | Full Governors CommitteeHead/Leadership team  | **Review Term: 1yr/2yr/3yr**AutumnSpringSummer |
| **Signature:** | Chair of the relevant body | **December 23** |
| **Review Date:** | **December 2024** | **Version:** (applicable if changed within the review period, if no changes this would remain as version 1) |

**MISSION STATEMENT**



‘The Love of Christ, nurture, guide and inspire us.’

**To do this we will:**

* Be a Christian community that lives the Gospel values; ‘Love of Christ’

(Christ centred)

* Provide opportunities for all to grow and achieve by igniting a desire for learning; ‘Guide and inspire’ (Education)
* Be a haven of peace and love that enables all to thrive; ‘Nurture’ (Community)

**Objectives: Christ Centred**

* Provide high quality collective worship and enriching liturgical celebrations
* Enable our children to acquire an excellent religious education and develop their relationship with God
* Share faith, love and hope in the likeness of Mary, Mother of God
* Provide a safe harbour where all can succeed

**Objectives: Education**

* Have high expectations of ourselves and others in all that we do
* Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
* Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

**Objectives: Community**

* Create a peaceful, happy school where all feel welcomed and valued
* Nurture and grow our pupils and community in the Gospel values
* Celebrate each person as a beautiful work of art, created on God’s image

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| **Key Objectives and Priorities**   | **Success Criteria**   |
| ***Christ at the Centre***  1. Priority:   Culture
 | * Ensure that staff and pupils are clear on whole school expectations, routines and behaviours
* Pedagogy, policies and procedures are shared and implemented with fidelity
* Relationships across the school community become strong
* Staff seek every opportunity to promote learning within and beyond the school day
* Pupils and staff have the tools needed to ensure resilience in their learning and wider lives
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|   1. Priority: Aspiration
 | * School has unapologetically high aspiration for our children through a fully understood, common pedagogy
* All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver
* Percentage of children at greater depth standards is rapidly closing the gap with national
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|    1. Priority: Resources
 | * The staff structure, skills and knowledge meet the needs of the school
* ‘The curriculum’ is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps
* All staff receive high quality assured CPD that improves learning for all pupils
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|   1. Priority: Community

   | * Parents are well equipped to support children learning in school and at home
* Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance
* Our community is well involved in school life, e.g. Parent Council, FAF group etc
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|  1. Priority: Environment

   | * The school building and grounds are a safe place to work and play
* The buildings and classrooms promote our high aspirations
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**St Marie’s Key Objectives and Priorities 2023/2024Aim**

Computing is changing the lives of everyone. The use of computing is an integral part of the national curriculum and is a key skill for everyday life. Through teaching computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners. At St Marie’s Catholic Primary School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

**Rationale**

At St Marie’s Catholic Primary School, we believe that Computing:

* Gives pupils immediate access to a rich source of materials.
* Can present information in new ways which help pupils understand access and use it more readily.
* Can motivate and enthuse pupils.
* Can help pupils focus and concentrate.
* Offers potential for effective group working.
* Has the flexibility to meet the individual needs and abilities of each pupil.

**Vision**

At St Marie’s, we believe that Computing is a big part of everyday life and our curriculum. We aim to provide a Computing curriculum that develops pupils’ digital literacy and equips our children to use computational thinking and creativity to understand the world around them and bring positive change to this world. Children will also learn skills across a range of topics including coding and programming their own games and apps.

**National Curriculum Aims**

 ‘A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. 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.’ *(National Curriculum DfE).*

**Curriculum Objectives**

**Early years**

It is important in the foundation stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Early years learning environments should feature computing 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 programme a toy. Recording devices can support children to develop their communication skills.

**Key Stage 1:**

Pupils should 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
* to 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 should 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.

**Teaching and Learning Overview**

At St Marie’s Catholic Primary School, we use the ‘Kapow’ scheme of work to provide consistency throughout each year and for skills to be built upon. Modules are designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by the teacher. A wide range of styles are employed to ensure all children are sufficiently challenged including: working individually, in pairs or in small groups and both practical and theoretical lessons.

**Assessment and tracking progress**

Key objectives to be assessed are taken from the National Curriculum for Computing. Teachers regularly assess capability through observations, discussions with pupils and looking at completed work. Regular assessment of computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. We assess the children’s work in computing by making informal judgements as we observe and talk to the children during lessons. Pre-teaching and end of unit quizzes are part of each unit and provide opportunity for teachers and pupils to assess their learning.

**Monitoring and Reviewing**

The monitoring of the standards of the children’s work and of the quality of teaching in computing is the responsibility of the computing subject leader. The computing subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The computing subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The computing subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children’s work and for visiting classes to observe the teaching of computing.

**Roles and Responsibilities**

**Leader for Computing**

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

**Class Teachers**

It is the responsibility of each class teacher to ensure that their class is taught all elements of the computing curriculum as set out in the National Curriculum programme of study.

**All staff**

It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues (see acceptable use policy and online safety policy).

**Governors**

All governors are interested in the development of computing to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of computing on children’s learning. They liaise with the subject leader and report back to the governing body with their findings annually.

**Parental involvement**

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

**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 of any faults as soon as they are noticed. ICT and Computing network infrastructure and equipment has been sited so that:

* Every classroom from Reception to Y6 has a laptop connected to the school network and an interactive whiteboard with sound.
* There are iPads available for cross curriculum ICT and digital literacy use in other subjects
* Each class from Foundation Stage has access to the IPADs through use of a flexible timetable where teachers can book the hardware out to use.
* Pupils may use ICT and Computing independently, in pairs, alongside an LSA or in a group with a teacher.
* The school has an ICT and Computing technician who is in school one morning every other week.