ST JOHN'S
CHURCH OF ENGLAND ACADEMY

Computing Policy

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Contents

1. Policy Aims

This Computing Policy aims to:

- Ensure consistency in the approach to the teaching of Computing across school
- Set out expectations for all members of the St John's community with regards to Computing

2. Intent and Priorities.

Intent

At St John's we understand that technology is everywhere and will play a pivotal part in students' lives. Therefore, our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using and understanding technology. We want our pupils to understand that there is always a choice using technology and as a school we utilise technology throughout the curriculum to model positive use. Technology is ever evolving and we aim to develop pupils who can use, express themselves and develop their ideas through computing at a suitable level for the future workplace and as active participants in a digital world.

Priorities

- To understand, design, create and apply what they have learnt about computing in all areas of the curriculum and daily life.
- Pupils will gain the knowledge and skills that prepares them to live safely in an increasingly digital British society.
- To encourage independent learning for life.

3. Aims and objectives

The aims and objectives of the subject are as follows.

- To teach children to be responsible, competent, confident and creative users of information and communication technology.
- For children to know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- To teach children to become digital literate and become active participants in a digital world.
- To enthuse and equip children with the capability to use technology throughout their lives.
- Allow children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- To teach children to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulate.

4. Implementation and impact

Implementation

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our implementation of the computing curriculum is in line with Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. We use and follow the Purple Mash scheme of work from Year 1-6, ensuring consistency and progression throughout the school through our half termly units. In EYFS the approach is through cross-curricular learning with an emphasis on hands on experience. Teaching is through context-based and role play experience using many resources such as I-Pads and programmable toys.

Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered weather combined or discreetly. The Purple Mash scheme of work enables clear coverage of the computing curriculum across the school. Lessons are broken down into weekly units; these are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch-typing, animation and online safety.

Impact

We want children at St John's to be proficient in their use of technology and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively for the benefit of themselves and others, but more importantly – safely. Teachers assess children's work in Computing by making informal judgments as they observe during lessons. Children will receive instant verbal feedback in order to aid their progress in the subject.

5. Roles and Responsibilities

Subject Lead

The Computing coordinator 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. The Computing coordinator will provide guidance, including INSET training to staff, as part of their ongoing professional development. They will also keep up-to-date with current affairs and best practice regarding Computing as well as promote the profile of Computing in the school.

The school receives technical support from Jasmine IT 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.

Teachers

It is the responsibility of class teachers to ensure the high quality teaching of Computing within their classroom by following schemes of work and lesson plans in line with the school's Computing Policy and the objectives of the Computing curriculum. They are responsible for assessing and recording pupils' progress and keeping the Computing Subject Leader apprised of this.

Senior Lead

It is the responsibility of the Senior leaders to support teaching staff and phase leads with the implementation and monitoring of Computing across the school. They should hold teachers accountable within the teaching and assessment of Computing.

6. Computing curriculum planning

Computing is listed as a foundation subject in the National Curriculum. Planning is split into two phases, long term and medium term. As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 1 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility and strong cross-curricular links as well as building on previous learning.

Long Term Planning

Long Term planning links in directly to the National Curriculum and the knowledge, skills and experience required in KS1 KS2 and foundation stage respectively. As a school we follow the purple mash scheme of work which provides clear progression throughout the year and across year groups.

Medium Term Planning

Medium term planning is usually as a block of computing work or taught weekly depending on the year group and unit of work. This will commonly vary from teacher to teacher in accordance with their own individual preference when it comes to planning foundation subjects.

Foundation stage

We encourage the development of knowledge, skills and understanding that help foundation children make sense of their world as an integral part of the school's work. 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. Computing is not just about Computers. Early years learning environments should feature Computing scenarios based on experience in the real world; such as role play. Pupils also gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys such as Bee-Bots.

Here are the early learning goals which link to the Computing Curriculum:

Personal, Social and Emotional Development: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

Expressive Arts and Design: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key Stage One

By the end of Key Stage 1 children should be able 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 Two

By the end of Key Stage 2 children should be able 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.

7. Links with other policies

English
Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

Maths
Many computing activities build upon the mathematical skills of the children. Children use computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers and decimal places.

PSHE
Computing makes a contribution to the teaching of PSHE as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of computing, and they also gain a knowledge and understanding of the interdependence of people around the world.

Resources
Our school keep a wide range of resources that support the teaching of computing. We have a laptop trolley with enough laptops for a whole class. We also have whole class sets of iPads as well as access to Chromebooks. Each classroom has an IWB which is used within most lessons to support with learning.

Health and Safety
Computers use electricity and therefore care should be taken. Children and staff will be taught how to use the equipment safely. Computers should be stored away from heat and water sources. The computers should be regularly serviced and maintained. Damage to the equipment must be reported to the IT technician (Jasmine IT) immediately by all staff. No food or drink must be consumed when working with ICT equipment.

8. Equal Opportunities in Computing

We teach computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in computing, we take into account the targets in the children's Individual Education Plans (IEPs).

9. Assessment and Recording

Teachers assess children's work in computing by making informal judgements as they observe them during lessons. At the end of a theme of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment and use this to inform future planning. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

The subject leader keeps written and photographic evidence of the children's work in a big book and their online work folders. This demonstrates the expected level of achievement in computing in each year of the school.