



St Patrick's Catholic Primary School Computing Policy

Rationale

At St Patrick's Catholic Primary School we recognise that pupils are living in a rapidly changing world, in which computing is playing an ever-increasing role. We aim, therefore, to equip children with the skills to adapt to new technology and to give them confidence to use computing to further their learning and assist them in everyday life. In doing so, all pupils will have access to computing equipment and resources, according to their ability and age range.

At St Patrick's Catholic Primary School we believe that increased computing skills promote independent learning and gives greater access to a wide range of ideas and experiences. As a result, there are opportunities to develop the quality of children's work across the curriculum and strives to enhance and enrich the existing learning.

Aims of Computing Curriculum

- *To develop children's individual computing capability and understanding.*
- *To ensure all children know how to stay safe online.*
- *To enhance teaching and learning in other areas of the curriculum by cross curricular use of computing.*
- *To develop computing as a tool for learning and investigation.*
- *To equip pupils with the confidence and capability to use IT throughout their education, home and further work life.*
- *To recognise the potential, and deepen the necessity of computing in everyday life.*
- *To stimulate interest in new technologies.*

Implementation of Policy

- Using a combination of the 'Purple Mash' scheme of work, linked resources, software and hardware, staff will deliver a sequenced and progressive curriculum containing the key concepts children need to be procedurally fluent and to work and think like computing professionals.

The key concepts in computing we plan a progression for are as follows:

- *Problem solving and logical thinking*
- *Creative Content*
- *Digital literacy*

Our aim to enhance the teaching and learning of all curriculum areas within the school will allow teachers to employ a range of strategies including:

- *Demonstrating to the whole class/group using the IWB.*
- *Discussion with the whole class/group.*
- *Individual or paired working.*
- *Collaborative group work.*
- *Encouraging pupils to demonstrate new skills to others.*

At *St Patrick's Catholic Primary School* the computing curriculum incorporates cross curricular links and discrete computing skills. Computing should be taught as part of our creative curriculum, while still teaching the discrete skills required. Children in Key Stage 1 and Key Stage 2 should engage in computing lessons in line with the dedicated curriculum time. Children will spend additional time using computing to support other subjects. The use of 'Purple Mash' is to become a familiar tool in which staff and children use across all areas of the curriculum.

At *St Patrick's Catholic Primary School* we recognise the need for children to understand the purpose of their work and therefore take every opportunity to provide practical and real world scenarios for the application of their computing skills.

At *St Patrick's Catholic Primary School* the computing curriculum provision covers the following topic areas (across all year groups);

- Text and Multimedia
- Images, Video and Animation
- Sound
- Electronic Communication
- Digital Research
- Data Handling
- Data Logging
- Logo and Control
- Simulations and Spreadsheets
- E-safety

At *St Patrick's Catholic Primary School* children will be encouraged to evaluate both their work and the computer effectiveness. The nature of computing as a tool means that there will be many opportunities for links with other subjects.

Teachers will look for opportunities in their planning which enhance the development of computing skills which support the subject being taught.

In order to ensure progression and continuity throughout the school, staff take an active role in developing their subject knowledge in-line with the computing curriculum coverage.

Expectation in COMPUTING

At the end of **KS1** children should:

- *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.*

At the end of **KS2** children should:

- *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.*

Health and Safety

At *St Patrick's Catholic Primary School* Equipment is maintained to meet the agreed safety standards. Children will **not** be given the responsibility of plugging in ICT equipment.

Age appropriate safety rules are displayed in the learning environment. Food and drink should not be consumed near ICT equipment.

It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, cleaned regularly and that their class or themselves leave the ICT equipment clean and tidy after use.

Staff should ensure that the children are aware of the dangers of continuous use (e.g. Eye/wrist strain etc). Any concerns should be raised with subject lead or a member of the Senior Leadership Team.

E-Safety

An adult should always supervise children when they are accessing information via the Internet. Internet filtering is provided by the Local Authority.

At *St Patrick's Catholic Primary School* staff and pupils are made aware of the importance of e-safety and sign an acceptable use agreement on entry to the school and at the beginning of every year in Key Stage 2.

Staff, pupils or parents with concerns about e-safety are to contact the Head Teacher or their child's class teacher if unavailable.

Key stage specific, e-safety assemblies will be conducted at the beginning of the school year and during e-safety week.

Inclusion and Equal Opportunities

At *St Patrick's Catholic Primary School* the computing curriculum is concerned with the learning and participation of all students. Teaching is planned with this in mind and Teaching Assistants are available to support pupils in-line with the school's effort to help every pupil reach their potential.

At *St Patrick's Catholic Primary School* we aim to provide suitable learning opportunities regardless of gender, ethnicity or background.

Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources, the internet and our whiteboards offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their computing skills.

At *St Patrick's Catholic Primary School* the computing subject leader is responsible for:

- Overseeing the implementation of the computing curriculum.
- Monitoring the learning and teaching.
- Ensuring the assessment is relevant and informative.
- Making purchasing decisions.
- Ensuring all staff are appropriately trained in both COMPUTING hardware and software.
- Keeping up to date with developments in computing.
- Liaising with the technician.
- Observing computing lessons.
- Monitoring / supporting computing planning.
- Preparing policy documents.
- Advising colleagues and helping to develop expertise.
- Liaising with the staff team.
- Contributing to staff computing INSET training.

Assessment

At *St Patrick's Catholic Primary School* children should be assessed against their progress in understanding and applying computing against the curriculum map. This will be self-evident from the work produced in a situation where no teacher support is given once a task has been assigned

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to Andy Bond or a member of the Senior Leadership Team.