ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL

Computing Policy

School Mission Statement:



Rooted in Faith
Growing in Love
Learning for Life

***C**ompassion – We love and care*
***H**umility – We put others first*
***R**esponsibility – We do what is right*
***I**nspiration – We love to learn and achieve*
***S**olidarity – We stand together*
***T**ruth – We live by God's Word*

The Computing Curriculum

Computing Policy

At St Francis of Assisi Catholic Primary School, our Computing curriculum reflects our mission statement: *Rooted in Faith ~ Growing in Love ~ Learning for Life.* We aim to nurture confident, creative and responsible digital learners who use technology to enrich their lives, support others and contribute positively to the world around them.

We encourage pupils to make thoughtful, ethical and responsible choices when using technology, recognising the importance of honesty, respect and care for themselves and others in the digital world. We promote kindness, collaboration and respect through the use of technology. Pupils learn to communicate safely and respectfully online, celebrate the contributions of others and understand their responsibilities as digital citizens. We equip pupils with the knowledge, skills and confidence needed to thrive in an increasingly technological society. Through Computing, children develop computational thinking, digital creativity, problem-solving skills and resilience, learning to embrace challenges and view mistakes as opportunities for growth. We aim for every child to leave St Francis as an independent, digitally literate learner who can use technology safely, effectively and responsibly.

Information and communication technology is an integral part of the National Curriculum and plays an important role in everyday life. Computers, tablets, programmable robots, digital cameras and video equipment are among the tools pupils use to create, organise, store, manipulate, interpret, communicate and present information. At St Francis of Assisi Catholic Primary School, we recognise that all pupils are entitled to access high-quality hardware, software and digital resources, alongside a structured and progressive curriculum that develops the knowledge and skills needed to use technology effectively and purposefully.

Our Computing curriculum is designed to engage, motivate and challenge all pupils, regardless of their starting points, abilities, needs or backgrounds. In keeping with our Catholic mission statement, we recognise the dignity and uniqueness of every child and are committed to ensuring that all pupils feel valued, included and able to achieve their potential.

Through adaptive teaching, we respond to pupils' individual needs and build on their prior knowledge, understanding and experiences. Lessons are carefully planned and adapted to provide appropriate levels of support and challenge, enabling all pupils to access the Computing curriculum and make progress. This may include breaking tasks into manageable steps, modelling skills, providing visual prompts and practical demonstrations, using scaffolds and vocabulary supports, offering alternative ways to record or demonstrate learning, and providing additional challenge where appropriate.

We recognise that pupils with special educational needs and disabilities (SEND), those from disadvantaged backgrounds and pupils with English as an Additional Language (EAL) may require different forms of support to access learning successfully. We use clear explanations, visual resources, demonstrations, structured activities and opportunities for discussion and collaborative learning to develop pupils' understanding and confidence. Key vocabulary is explicitly taught and revisited to support pupils' language development, and this enables them to engage with Computing concepts.

Our approach encourages independence, resilience, creativity and problem-solving, enabling pupils to learn from mistakes and develop confidence in their abilities. We aim to provide an inclusive environment in which every child can participate meaningfully, contribute their ideas and celebrate their achievements, while developing the knowledge and skills to use technology safely, creatively and responsibly.

Through adaptive and inclusive teaching, we seek to nurture children who are rooted in faith, growing in love and prepared for learning throughout life, equipping them to navigate an ever-changing digital world with confidence, compassion and responsibility.

Subject Curriculum Design – Implementation

At St Francis we follow the 2014 National Curriculum Computing which details the programmes of study to be taught in each key stage. Please see the topic curriculum maps for more details on the organisation of topics by year group.

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. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as 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 ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

Key Stage 1

At the end of 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 a sequence of instructions.
- write and test simple programs
- use logical reasoning to predict and computing the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2

By the end of key stage 2 pupils should be taught to:

- design and write 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; generate appropriate inputs and predicted outputs to test programs
- use logical reasoning to explain how a simple algorithm works 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
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Across the year, each year group completes three computing units that cover three core strands: Computing systems and networks, Programming, and Creating media. E-safety is taught at the beginning of every computing unit and revisited each term. Every other week each class has an hour allocated in the computing suite to complete these lessons. In addition, the computing suite and iPads can be booked to enable teachers to use ICT to enhance all areas of the curriculum.

Sequencing the Curriculum

The school is currently trialing the Kapow Computing curriculum in Key Stage 2 as an alternative to the 'Teach Computing' curriculum. The change is to explore other curriculums that are available to the school that provide the knowledge, skills, engagement and accessible learning experiences through coverage of the National Curriculum objectives. Kapow provides structured sequencing and opportunities for pupils to revisit and build upon prior learning, while supporting teachers with planning and delivery.

The KS2 trial will be reviewed through staff feedback and evaluation midway through the academic year. This will inform the school's decision regarding the future computing curriculum. During this trial period, Key Stage 1 will continue to follow the Teach Computing curriculum.

The National Curriculum objectives are mapped to ensure appropriate coverage and progression across each key stage, with opportunities for pupils to revisit and consolidate key knowledge and skills. Curriculum documents and resources are used by teachers to support effective planning and delivery.

Assessment and Record Keeping

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the Teach Computing curriculum. Assessing 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. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff with the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessments should review pupils' capability and provide a best fit level. Use of independent open-ended tasks provide opportunities for pupils to demonstrate capability in relation to the term's work. Summative assessment should be recorded for all pupils where appropriate– showing whether the pupils have met, exceeded or not achieved the learning objectives.

- We assess the children's work in computing by making informal judgements as we observe the children during lessons. We assess each piece of work against the lesson objective. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, achieved or exceeded the expectations of the unit. We record the results on Sonar Tracker and we use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year. Computing work is saved in Teacher planning folders on the school network where appropriate. This may be evidenced through photos, screenshots or documents.

Inclusion and Special Needs

- We believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. ICT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one-to-one basis where children receive additional support.

Monitoring and Evaluation

- The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil interviews and looking at work. The subject leader is also responsible for

supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Role of subject leader

The subject leader will be responsible for improving standards of teaching and learning in Computing through: -

- Pupil progress,
- The quality of the learning environment,
- Taking the lead in policy development,
- Auditing and supporting colleagues in their CPD,
- Purchasing and organising resources,
- Keeping up to date with subject developments.
- To offer help and support to all members of staff (including teaching assistants)
- To maintain resources and advise staff on the use of materials and equipment.
- To monitor classroom teaching or planning following the schools' rolling programme of monitoring.
- To monitor the children's computing work, looking at samples of different abilities.
- To manage the computing budget.
- To lead staff training on new initiatives.

Health and safety (see also health and safety policy)

The school is aware of the health and safety issues involved in children's use of ICT and computing. All fixed electrical appliances in school are tested by a la contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment into school but if this is necessary, then the equipment must be pat tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the senior site technician, bursar or head teacher who will arrange for repair or disposal.

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- Online safety guidelines will be set out in the online safety policy and AUP.

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