St Peter's Computing Policy

Our Computing Vision

At St Peter's we understand the importance of being active participants in a digital world and encourage all our pupils to work collaboratively to use technology effectively, safely and creatively.

Aims

The schools aims are to:

- Provide a relevant, challenging and enjoyable computing curriculum for all pupils
- Meet the requirements of the national curriculum programme of study for computing
- Use technology and computing skills as tools to enhance learning throughout the curriculum
- To respond to new developments in technology
- To equip pupils with the confidence and capability to use technology and computing skills throughout their later life
- To enhance learning in other areas of the curriculum using technology and computing skills
- To develop understanding of how to use technology and computing skills safely and responsibly
- Provide technology solutions for forging better home and school links
- Give children access to a variety of high quality hardware, software and unplugged resources

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology

As a school we have chosen the Purple Mash Computing Scheme of Work. 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, strong cross curricular links.

Objectives

Early Years

In the Foundation Stage it is important that children are given the opportunity to access technology in a range of contexts, in a play-based environment. Children gain confidence, control and language skills through opportunities to 'paint' on the interactive whiteboard or operate a remote controlled toy. There is also opportunity for cross curricular learning in early years, for example, through the use of the easi-ears digital audio system and the collection of beebots. Pupils gain confidence, control and language skills through

opportunities to 'paint' on the interactive board or control remotely operated toys. Our early years learning environments features ICT scenarios based on experience in the real world, such as in role play.

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
- 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.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

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
- 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.
- 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; including collecting, analysing, evaluating and presenting data and information

Resources

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer and digital literacy

across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. Resources, if not classroom based, are located in the computing suite. Computing network infrastructure and equipment has been sited so that:

- Every classroom from nursery to Year 6 has a computer connected to the school network and an interactive whiteboard with sound, and DVD facilities.
- The laptops and iPads are available for use throughout the school day as part of ICT and computing lessons and for cross-curricular use
- There are 45 iPad Minis, 46 iPads, 60 Chromebooks and 60 laptops.
- Pupils may use technology independently, in pairs, alongside a TA or in a group with a teacher
- The school has an ICT technician who is in school on a regular basis
- A governor will be invited to take a particular interest in ICT and computing in the school

Assessment

- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash. Additionally, exemplar pieces of work from individual pupils is shared with parents using Parent Portal (a feature in Purple Mash).
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.
- Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays.
- from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.

Inclusion

At St Peter's Catholic Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

Monitoring, evaluation and feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Monitoring will be achieved through;

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Computing Leader and Assessment Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Leader and Assessment Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets and staff meetings.

Health and Safety:

At St Peter's Primary School we recognise the importance of health and safety for all in regard to the use of interactive whiteboards, computers, projectors and related equipment in and outside the classroom. This policy should be read in conjunction with the Health & Safety Policy and Online Safety Policy.

The school has a specific Online Safety policy which covers all aspects of acceptable use, online safety and safeguarding.

Skills Auditing and CPD:

All teachers at St Peter's Catholic Primary School are given the opportunity to develop their computing skills by engaging with relevant training sessions, including formal INSET days, staff meetings, and external course attendance. Staff development in computing in part of the staff appraisal and professional development process in school. Staff are encouraged to seek informal advice on teaching and learning from the subject co-ordinator and other colleagues. Additional training will also be provided for our classroom support staff in order to effectively manage their work and to enhance the work they undertake with pupils.

This policy will be reviewed at least every two years

Signed:

Date: