



COMPUTING POLICY

“If you have faith as small as a mustard seed, nothing will be impossible to you.” (Matthew, 17:20)

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years
Reviewed by School: M Applewhite & A Clark – 18/10/2024
Reviewed by Governors: M Wilby 21-NOV-2024
Next review date: Autumn 2027

INTRODUCTION

This Computing Policy outlines the vision, purpose, and implementation of the computing curriculum at St Bartholomews. The policy is informed by the 2014 National Curriculum for Computing in England, aligned with the expectations set forth by the Office for Standards in Education, Children's Services and Skills (Ofsted). The document is designed to ensure that all pupils receive a high-quality computing education and develop the skills necessary for the digital age. This Computing Policy outlines the vision, purpose, and implementation of the computing curriculum. The document is designed to ensure that all pupils receive a high-quality computing education and develop the skills necessary for the digital age.

OUR VISION

At St Barts, we aim to prepare our pupils for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of computing is of increasing importance for children's future both at home and for future employment. 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, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that computing also supports children's creativity and cross-curricular learning to engage children and enrich their experiences in school.

INTENT

Our computing curriculum will ensure that all pupils:

- Develop computational thinking and problem-solving skills.
- Understand how computers and networks operate, including the internet.
- Become responsible digital citizens, understanding online safety and the ethical use of technology.
- Create digital content through coding, programming, and multimedia tools.
- Acquire skills to use technology across the curriculum effectively and have an awareness of how they can be used to develop their learning
- Are able to identify situations and opportunities where the use of computing is appropriate, useful and effective and the applications this can have in the future.

IMPLEMENTATION

SCHEME OF WORK

The curriculum is divided into the following key areas:

- **Computer Science (Coding):** Understanding algorithms, programming, and logical reasoning as well as understanding the importance of debugging.
- **Information Technology:** Using various software applications to create, collect, organise, analyse, evaluate and manage digital content.
- **Digital Literacy:** Understanding online safety, data privacy, and responsible use of technology.

The children will also have access to a variety of different computing experiences days that utilises a range of technology that is regularly being used in the world around them.

PLANNING

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. For some children we use the objectives from 'programmes of study' from earlier key stages - this provides opportunities to consolidate their prior learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time and provide computers and other specialist computing equipment to children

with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers will ensure that the pace of work and learning, together with assessments, are appropriate for the individual needs and abilities of the children. Subject leaders will provide a comprehensive long-term plan that outlines the progression of skills and knowledge across the key stages. Medium-term plans will detail specific learning objectives, resources, activities, and assessment methods.

Planning needs to incorporate both Learning Objectives and assessment so that there are clear intentions for both the teacher and the children. This will assist in monitoring and assessing children's progress as the teacher will be able to compare intentions with achievements attained. Planning in computing is a process in which all teachers are involved. Staff plan their topics to ensure that they are carefully balanced to ensure full coverage of the National Curriculum for computing. In Foundation Stage, the children are exposed to different types of technology throughout the year. Planning for computing activities is supported by a programme of study/ schema developed by the Computing Co-ordinator and where possible, is integrated across all subject areas.

ASSESSMENT

Assessment is used to monitor the progress of individual pupils in computing. It involves identifying each child's progress in each area of the computing curriculum and determining what each child has learnt. This assessment also informs future planning.

Assessments will take place during lessons to provide ongoing feedback and will take the form of exit tickets, quizzes and flashcards. Assessment is, for the most part, carried out regularly by teachers throughout each lesson and suitable tasks for assessment are provided, when appropriate, to demonstrate the learning that has taken place. These may include:

- Small group discussion usually in the context of a practical task;
- Specific assignments for individual pupils;
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Children responding to a range assessment strategies (as stated above) either individually or as part of a group.

RESOURCES

Teachers and classes will have access to a group of PCs within our computer suite and are able to 'book out' the class set of netbooks and the class set of iPads. Software is chosen with care and shows a variety of multi-cultural experiences. We endeavour to provide specialist equipment for children with disabilities. An up-to-date inventory of resources will be maintained, and training on new technologies will be provided to staff.

THE ROLE OF THE CO-ORDINATOR

Computing throughout the school is co-ordinated by the computing subject lead. This involves giving strategic direction and leadership to the subject. It also involves using professional knowledge and skills to lead staff in effective teaching and learning and efficient and effective use of resources. The co-ordinator, alongside SLT and the IT Technician, has responsibility for purchasing software and resources. He/ she also has a monitoring and evaluation role including overseeing regular teacher assessment, monitored by LSLT.

Teaching staff deliver the appropriate computing skills and incorporate computing across the curriculum. The teaching staff liaise with the School Business Manager who then liaises with the IT technician to manage, fix and develop the school network pc systems within the constraints of the school budget.

PROFESSIONAL DEVELOPMENT

Staff will receive ongoing professional development to keep up to date with best practices in computing education. Opportunities for training will be identified through performance management reviews and the sharing of resources among staff. Staff will be encouraged to attend courses, review resources and update themselves on information and approaches relevant to the teaching of computing. The computing co-ordinator will have access to specific training to develop and support their role. Staff INSET will be organised as appropriate. Staff are responsible for checking EIS (Electronic Information Store) and Affinity Alliance bulletins to access information regarding computing courses.

ONLINE SAFETY

Online safety will be integrated into all aspects of the computing curriculum. Workshops for parents will be provided to support their understanding of online safety at home. Clear guidelines and procedures will be established for reporting and addressing online safety incidents. For more information, please refer to the online safety policy

IMPACT

The impact of the computing curriculum will be evaluated through:

- Monitoring of pupil progress and attainment in computing.
- The use of feedback from pupils, staff, and parents to improve practice.
- Regular reviews of the computing curriculum and policy in response to local and national developments.

CONCLUSION

This Computing Policy is pivotal in ensuring that our pupils are equipped with essential digital skills and understanding necessary for future success. We are committed to fostering an innovative and safe learning environment where all pupils can thrive through technology. The policy will be reviewed every three years and updated accordingly to reflect changes in educational standards and technological advancements.