



St. Hubert's Roman Catholic Primary School

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Review Date: November 2029

Believe to Achieve: Love God, Love Learning, Love One Another

Introduction

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers.

Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

The Acceptable Use of ICT Policy and the Online Safety Policies should also be read in conjunction with this policy.

The Nature of Computing

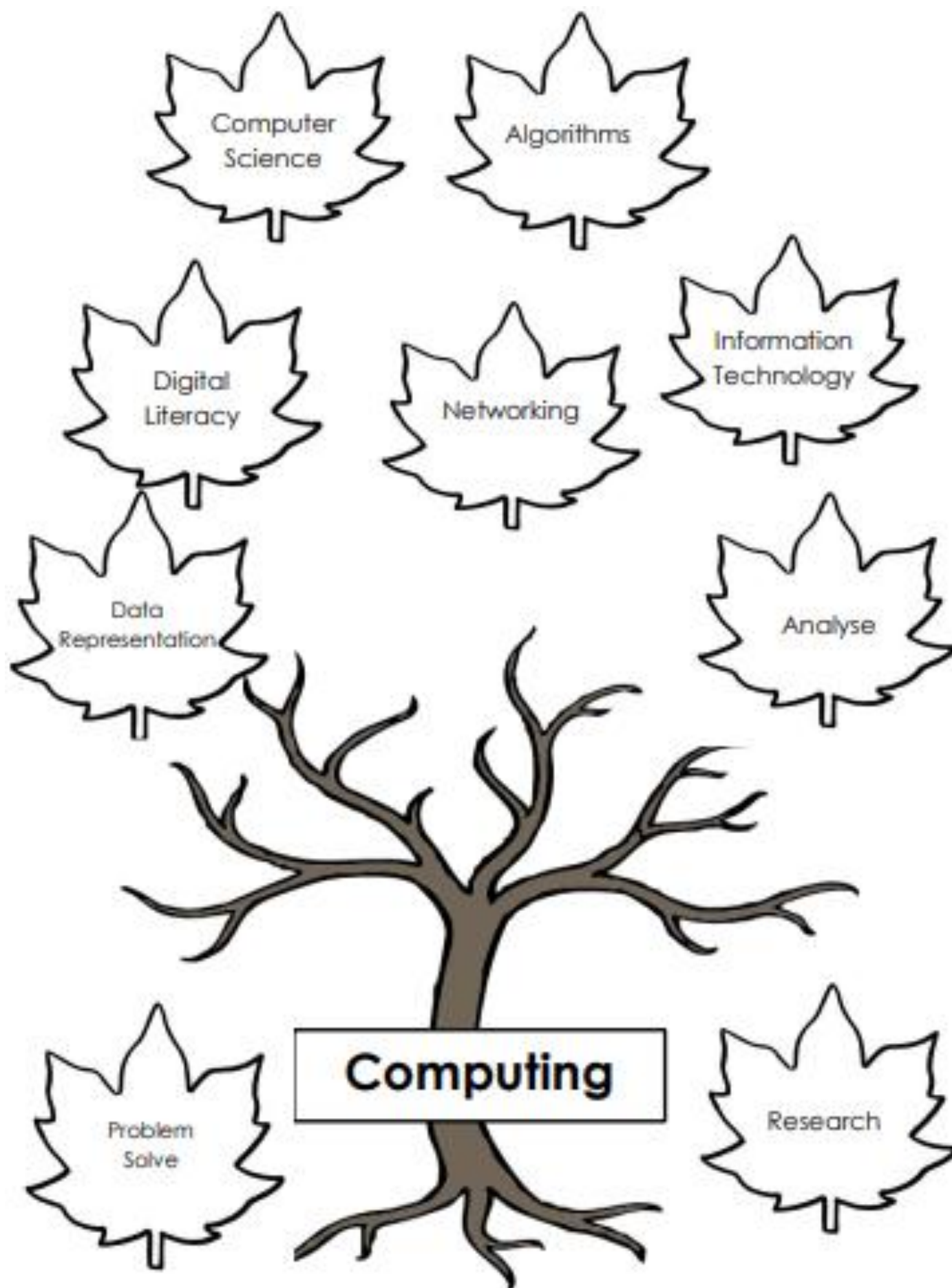
*The National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. The introduction makes clear the four aspects of the computing curriculum: **Computer Science (CS), Information Technology (IT), Digital Literacy (DL) and Online Safety.***

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate– able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims of Computing

At St Hubert's RC Primary School our aims are 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 writing computer programs in order to solve such problems.*
- Can identify and fix problems within programs by debugging.*
- 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.*



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Entitlement

The new National Curriculum states that pupils should be taught to:

Statement Number	National Curriculum Statement
1.1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
1.2	create and debug simple programs
1.3	use logical reasoning to predict the behaviour of simple programs
1.4	use technology purposefully to create, organise, store, manipulate and retrieve digital content
1.5	recognise common uses of information technology beyond school
1.6	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.

Statement Number	
2.1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2.2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output
2.3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
2.4	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
2.5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
2.6	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
2.7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Reception, the Technology requirements are stated in Understanding the World.

Implementation

At St Hubert's RC Primary School, computing will be taught both as a discrete subject, and in a cross-curricular way when the opportunity presents itself. In July 2019, a new foundation subject curriculum was introduced with a huge focus on key skills. All Year groups plan to ensure that these skills are taught and that children have the ability to reach age-related expectations.

The laptops and iPads distributed around the school will be used to help pupils access the Computing curriculum, along with a range of other resources such as programmable toys and online software such as a range of apps. The Computing subject leader and the Headteacher will continually monitor the resources required to deliver the Computing element of the new National Curriculum.

Computing non-negotiables

- *An aspect of Online Safety (Digital Literacy) must be taught half termly.*
- *Record evidence of completed pieces of work and picture evidence in Computing Journals or saved online.*
- *Information Technology opportunities to be provided across the curriculum.*
- *Use a variety of open questions to stimulate thinking.*
- *Complete assessment for Computing using Target Tracker on a termly basis.*
- *Differentiate activities where possible with extension possibilities and visual/support materials for children who require it.*
- *Always find out children's prior vocabulary and pre-teach to those who need it. Particularly SEND and disadvantaged pupils.*
- *Provide knowledge organisers to go in children's journal for each unit so that children can discuss vocabulary.*

- *Ensure vocabulary is displayed in journals: explaining the definitions. Task them with using the new language learnt and assist the learners into making their ideas clear and concise.*
- *Children in KS2 to use personal logins when using the laptops and the sign in and out sheets when using iPads to monitor children's activity.*
- *Computing to be taught half termly.*

Health and Safety

- *To avoid continuous focus on the screen, teachers should model at regular intervals.*
- *Children should not be responsible for moving heavy equipment around the school. Children should not be given the responsibility of plugging in any electronic equipment in school.*
- *Food and drink should not be consumed near computing equipment.*

Assessment

Assessment of children's work in computing is on-going and assessed using Insight against the child's ability to carry out the key skills. Teacher to complete the unit overviews, placing children's initials on the sheets.

Assessment grids have been provided for staff to fill in each lesson to keep track of the children's progress throughout the unit.

Achievement is reported to parents each term and a detailed report at the end of the academic year. Children's work is saved to the server for reference throughout the year and in the children's journals to collect evidence.

Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

All pupils, irrespective of gender, ability, ethnicity and social circumstances should have access to Computing. To achieve this, children's individual needs will be addressed through the provision of resources, learning styles, questioning and positive exposure to Computing. Where necessary, the child may have the support of a TA or classroom helper.

Equality Statement

At St Hubert's, we value the diversity of individuals within the school and beyond, and do not discriminate. Learning to work together and respect each other is encouraged throughout the school.

Resources

There are sufficient resources for all Computing teaching units in the school. We keep resources for Computing securely locked in two locations: Laptops and KS2 iPads in the IT cupboard situated in KS2 and KS1 iPads are situated in the Art/DT cupboard in KS1.

Special Educational Needs

Implicit on the Computing programme is that all work planned takes into consideration the needs of our own pupils, whatever their abilities.

Role of the Subject Leader

The role of the Computing Leader is:

- *To write and review the policy and scheme of work in consultation with the staff.*
- *To monitor Computing learning throughout the school.*
- *To order and monitor resources.*
- *To attend courses giving feedback of the resulting knowledge and skills to monitor assessment.*

The Teacher's role is:

- *Plan for and teach exciting and stimulating Computing lessons.*
- *Use the Computing Progression of Skills documents to plan and deliver.*
- *Use assessment to influence future planning*

Review

The policy will be reviewed as part of the regular cycle of policy review conducted by M Rawlinson

