



St. Hubert's Roman Catholic Primary School

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Headteacher: Mrs J. M. Brooks Computing Policy



Created by: Megan Rawlinson-White
Review Date: September 2027

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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 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

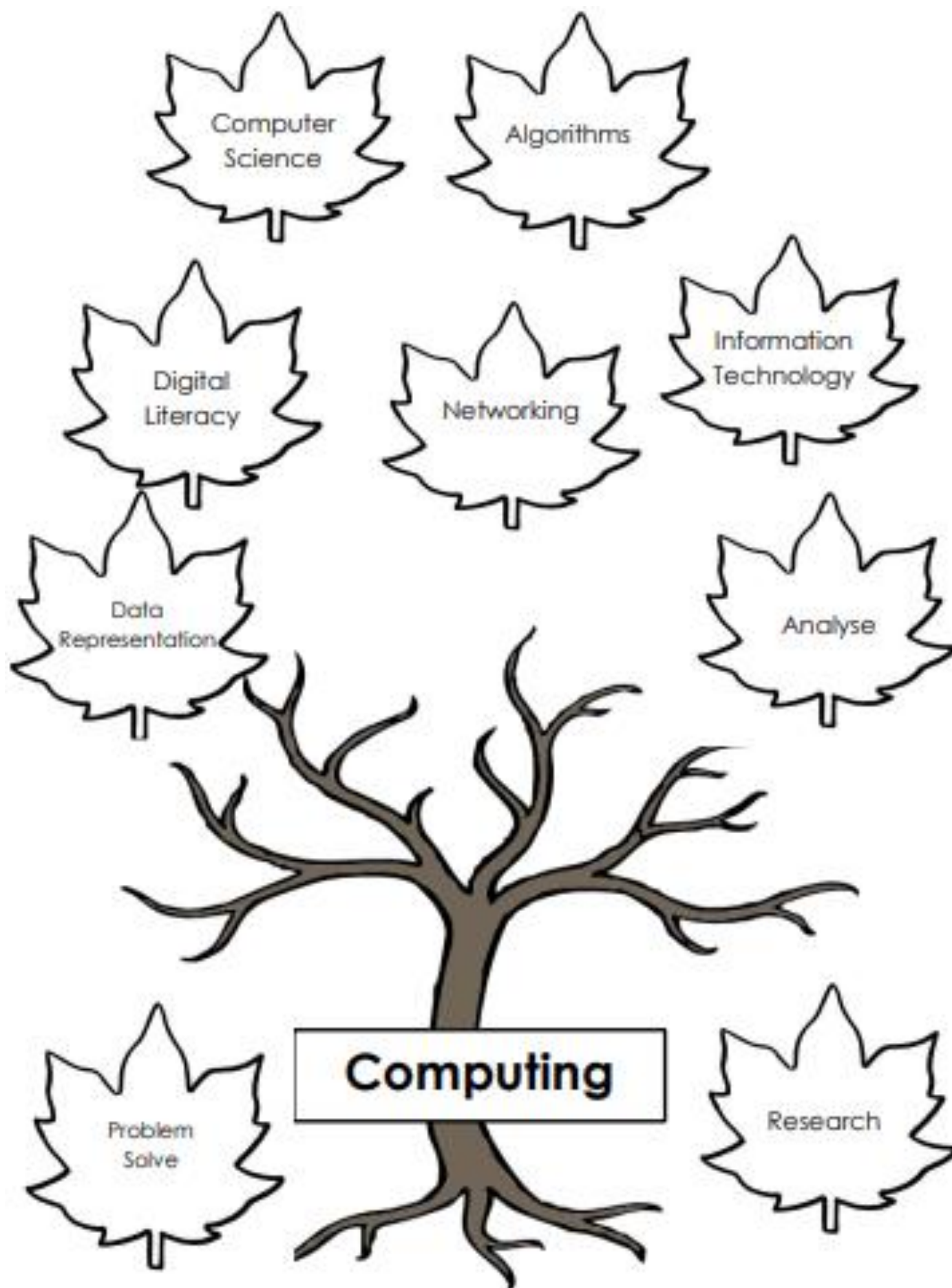
Computing is split into 3 pillars: computer science, digital literacy and information technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building 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 is taught through Understanding the World.

Implementation

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world' Department for Education.

At St Hubert's, we place a great emphasis on the importance of computing and believe a high-quality computing education equips all children, including disadvantaged children and children with SEND, with the skills and knowledge in computational thinking and creativity to help them to understand the world that they live in and be able to be ambitious, successful young people. Computing is a significant part of everyone's lives, and we believe that children should be at the forefront of new technology to complement and enhance their learning and experiences in a broad and balanced way. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

Computing non-negotiables

- Computing must be taught once a week throughout school.
- Online Safety should be taught once a half-term throughout the school.
- Staff should follow the Kapow Curriculum.
- Always find out children's prior vocabulary and pre-teach to those who need it. Particularly SEND and disadvantaged pupils. Ensure that the children are using this both verbally and in their written work. Children can use their vocabulary knowledge organiser sheets to support with terminology.
- Ensure vocabulary is modelled throughout the unit of learning by teachers and supporting adults.
- Use the computing journals each lesson to allow students to make notes,
- Use a variety of open questions to stimulate thinking. Allow children to ask questions and become inquisitive and independent thinkers. Ensure that children are provided with the opportunity to discuss with each other, especially during evaluations.
- Complete assessment for Computing using Insight on a weekly basis.
- End of unit quizzes and knowledge catchers must be used at the end of the unit to assess learning.
- Differentiate activities with extension possibilities and visual/support materials for children who require it. Ensure that all children's needs are met and that they are all challenged.
- Computing to be taught half termly.

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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 our whole school tracking system, Insight. The children are assessed at the end of each module using the Kapow unit quizzes.

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.

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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

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Scheme of Learning

At St Huberts computing is planned, taught, and assessed using a mixture of online schemes of work, including KAPOW and the National Online Safety platform. Kapow provides an innovative progression framework where computing content (concepts, knowledge, and skills) are organised into a progressive curriculum. Each class is timetabled so that they have access to school's computing resources weekly. Teachers have also adapted their plans so that strong curriculum links can be made with subjects such as Mathematics, English, Art and Science. Teachers use these platforms to directly inform lesson planning and to identify opportunities to assess pupil understanding at key points in a lesson or unit.

Review

The Headteacher and staff will review this policy in accordance with the development priorities stated in the School's Development Plan.

Any suggested amendments will be presented to the governing body for discussion.

Date: September 2024

Signed: (Headteacher)

Date for review – September 2027