

Dunholme St Chad's Church of England Primary School

Computing Policy

Introduction

This policy is set in the broader context of our school vision in the context of an enabling culture and ethos founded on our Christian values. It reflects our commitment to providing a broad and balanced curriculum that develops each individual in the broadest sense to be the best they can be. Our curriculum is built on the principles of inclusivity, excellence and ambition.

Our Christian Ethos

The foundation of our Christian ethos is rooted in Chad and epitomised through his example of Love, Truth and Humility. His example, and that of Jesus Christ, is what we have built our vision on.

Our Vision

Creating a community with open hearts and open minds

As an inclusive and welcoming church school, we work towards creating a community with open hearts and open minds. We strive to ensure that all members of our school community understand themselves to be valued for who they are. Our inspiring and ambitious learning environment enables pupils and adults to aspire to fulfil their hopes for the future. Through challenge and support, we help each other overcome barriers so that everyone can feel confident in pursuing excellence in all they do.

Our work is set in the context of the Church of England Vision for Education, 'Deeply Christian, Serving the Common Good,' Autumn 2016 and educating for:

- Wisdom, knowledge and skills
- community and living well together
- respect and dignity
- hope and aspiration

As a church school within the Diocese of Lincoln, we embrace the Diocesan vision for 'Church schools serving their communities through excellence, exploration and encouragement within the love of God.'

Our school vision, set in the context of a Christian ethos, is lived out through our aims and values, creating a community in which we can all grow.

We aim to provide a broad, balanced and creative curriculum that will support each one of us to become successful learners, confident individuals and responsible citizens.

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Policy and Practice

This curriculum policy reflects our agreed principles and practice to ensure all learners have equal access to a broad and balanced curriculum.

What is the intent of our computing curriculum?

To enable everyone to flourish and achieve their ambition at our school, the computing curriculum takes a multi-faceted approach and will:

- Enable all children - regardless of background or ability – to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Teach and inspire all children to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Develop all children's ability to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Ensure our children pursue excellence in computing and IT to become competent, confident and creative users of information and communication technology
- Ensure our children are responsible users of information and communication technology, understanding the common rules and language of e-Safety to ensure equality for all users.
- Help children to develop positive attitudes towards computing and a lifelong love of learning
- Enable children to develop an understanding of the potential of computing and ICT and gain confidence and enjoyment in its use, developing an understanding of how IT has evolved over time and the impact this has had on society
- Enable children to use and apply their subject knowledge across the rest of the curriculum
- Promote ambition with computing as a possible career pathway
- Promote and maintain a diverse, inclusive and stimulating environment, where we celebrate and value everyone for their differences in thought, background, experience and perspectives and challenge inequality

How will we implement our computing curriculum?

In computing, we will implement our curriculum by providing a broad and balanced approach which will support each one of us to become successful learners, confident individuals and responsible citizens. We do this through

- Teaching subject specific knowledge, skills and concepts to ensure children master the content of computing. Using the key areas of learning from the EYFS framework of Personal, Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design.

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- Creating an accessible curriculum with real life, first-hand experiences for children to apply their computing skills in a purposeful way.
- Planning and delivering termly lessons which are accessible to all and motivate children to develop excellence and enjoyment in computing skills.
- Teaching computing and associated IT skills both discretely and through a themed approach that links learning in a purposeful way. To ensure that all children make good progress in computing and embed and apply their skills across different subjects and in a range of contexts.
- Teaching subject specific skills to ensure the children master the content of computing through substantive and disciplinary knowledge.
- Following a clear progression of skills in computing which promote inclusivity, excellence and ambition to ensure knowledge and skills are built upon across year groups in the five domains of computing – *word processing, multimedia, data, programming and working online*.
- Strive to provide experiences in a variety of different software and hardware so that children are challenged and develop confidence in IT on different platforms in developing skills, knowledge and understanding:
 - *children develop confidence on both Windows operated machines and Apps by Apple technology.*
 - *we ensure children develop competency in a range of core apps throughout their school life when working on the iPads: Book Creator, iMovie and Pic Collage.*
 - *the children are also shown how to use cloud storage and how to create and use QR codes to showcase their work.*
 - *data loggers are used across the science curriculum to gather data when investigating.*
- Delivering a clear programme of digital literacy in e-Safety to help teach all children to be responsible citizens when working with IT and online devices and to take action when faced with inequalities and injustice.
 - *Children are taught about the key messages of 'Zip it, Block It, Flag It' and these are displayed in all classrooms to refer to.*
- Providing children with the opportunity to work both individually and in small groups to develop excellence in computing, and increasingly, with more independence to promote enjoyment.
- Ensuring the school continually maintains, updates and develops our 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 science and digital literacy across the school.

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- Using CTMM strategies to support children to retain and build on prior learning. These may include: avoiding cognitive overload, asking hinge questions, including retrieval strategies, scaffolds and spaced learning.

Use of information technology across the curriculum

Use of information technology including the internet is implemented in line with our management of behaviour policy, the e-safety policy and the Acceptable Use of IT policy. Use of the internet and mobile devices including social media is actively monitored. As a school, we encourage and promote the safe use of the Internet and mobile devices to support and enhance learning across the curriculum. E-safety is specifically taught across all age ranges in school at an age-appropriate level following a detailed progression of skills (Education for a Connected World) which enables children to develop their digital literacy in a beyond the school. In computing, information technology is used across a range of areas to enhance learning.

All leaders, staff and children receive up-to-date training regarding issues that are pertinent to ensuring the safety of all stakeholders when working online and with mobile devices. All incidents are reported to the designated e-Safety and designated safeguarding leads. Parents and carers are encouraged to work in partnership with the school and have access to a monthly newsletter and other guidance materials via the school website.

Enrichment: Educational Visits and Visitors, local context using community links and partnerships

Computing learning does not just take place within the classroom. It is enriched through theme weeks such as the annual Internet Safety Week which centres around Safer Internet Day. The school also work closely with the Lincolnshire Safeguarding Board e-Safety advisors to deliver additional expert sessions aimed at the Year 6 children. Opportunities are also provided for this work to be carried out as Parent Workshops too as part of our ongoing work to help inform parents in such matters.

The schools takes seriously its commitment to develop a programme of Digital Literacy that puts e-Safety at the forefront of children's learning in order to become responsible citizens; part of this is ensuring that parents are informed and that we communicate ways in which they can support and keep children safe at home. We work closely with different online, external companies to provide such information. Knowsley City Learning Centres and The National Online Safety are two of the providers we use to help inform our parents with monthly and termly newsletters shared with all staff and parents.

Assessment, Recording and Reporting:

Subject Report Cards are sent home mid-year and at the end of the year to reflect if a child has met the Expected Standard, and the effort they have contributed within the subject. All teachers input a standard for each subject on the school assessment data base each term, using the progression in skills, knowledge and concepts grid. This assessment is used as part of our transition.

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Research-Informed Practice:

Subject Leaders have a professional responsibility to read, use and inform others of current research linked to their subject. They will have good subject knowledge with an up to date understanding of expectations through links with subject associations, networking and research.

Health and Safety:

Using the '*Be Safe*' document to inform, members of staff ensure equipment is in the proper condition to be used and that areas of work are safe. Educational visits have the appropriate risk assessments carried out to ensure the safety of pupils and staff throughout the duration of the visit. Trained staff are available when necessary on field trips.

Monitoring, Evaluation, Impact and Assurance:

To ensure effective and rigorous teaching of computing across school, the subject leader monitors standards in the subject using the progression in knowledge, concepts and skills document, as well as their own subject and pedagogical knowledge. This helps the subject leader to corroborate teacher judgements and provide support, where necessary, to both pupils and staff.

A range of monitoring activities are undertaken at various points throughout the year, which may include book and planning scrutiny, lesson observations, pupil interviews and staff/pupil/parent questionnaires.

Monitoring is evaluated and clear actions are identified. Subject Leaders assure Senior Leaders and Governors through verbal reporting, and mid-year and end of year monitoring, evaluation and assurance (MEA) reports.

Review:

All policies will be reviewed annually by the Subject Leader and edited accordingly. Subject Leaders will amend the date the Policy was reviewed so that it reflects current practice.