St Antony's RC Primary School

Computing Policy

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors: Fr G Barry (signed on hard copy)

Date: 14th October 2022

Review date: 14th October 2024

POLICY INTENT

- To build upon children's knowledge and understanding from Foundation to Year 6 following the expectations of the National Curriculum 2014.
- To enable children to build and apply a repertoire of knowledge and skills linked to the three strands of the national curriculum: computer science, digital literacy and information technology.
- Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Become digitally literate – able to use, express themselves and develop ideas through information and communication technology.
- To encourage children to become confident, creative and independent learners, able to solve problems using computational thinking.
- To make high quality cross-curricular links whilst maintaining the distinctive nature of the subject.
- To ensure children recognise the opportunities and threats that exist from the use of technology and understand how to access technology safely. Working with parents, we intend that our pupils leave St Antony's ready for the next stage of their educational journey.

Scripture reference

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

IMPLEMENTATION OF THIS POLICY

- The school uses the National Centre for Computing Education resources as a basis for providing a clear and comprehensive scheme of work in line with the National Curriculum.
- The programming aspects of the curriculum will be taught discretely using a range of other (including in-house developed) resources.
- E-safety is developed both through the NCCE resources, and through PSHE lessons.

- Children in all year groups are exposed to a range of topics which encourage progression across the key strands of computer science, digital literacy and information technology.
- All children have access to the hardware and software needed to develop knowledge and skills of digital systems and their applications.
- Children have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security, plagiarism and social media.
- The importance of online safety is continuously reinforced and shown through displays within the learning environment. Parents are informed when issues relating to online safety arise and further information/support is provided if required.
- Progress is assessed on an on-going basis using the NCCE 'I can' statements for each area of Computing. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.
- Trackers are completed for each year group to illustrate child attainment and progression through the subject.

SUBJECT LEADER ROLE

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.
Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.
Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.
Mr O'Brien leads the quality of teaching and learning and managing the delivery of the computing curriculum.
Mr Bleasdale leads in training staff with the more discrete use of technology and managing the resources that help us deliver the curriculum.

RESOURCES USED

All resources used are based are lesson specific plans that follow the teach computing.org curriculum which can be found here.
https://teachcomputing.org/curriculum

CURRICULUM PROGRESSION THROUGH THE STAGES

The emphasis in lessons is to develop an understanding of how computers work, how they can be used as effective tools and how to keep safe whilst using computing

technology. Children have the opportunity to work both individually and collaboratively to learn and develop their skills in programming, digital resource creation, electronic communication, research, control and information handling. They will also develop an increasingly broad understanding of technology including hardware, network and the Internet. All work conducted online will be delivered in the context of how to stay safe whilst accessing the world wide web.

Within lessons, new subject specific vocabulary is introduced and used consistently and accurately. Each lesson provides opportunities for children to build on prior knowledge and learning. A cross-curricular approach is used wherever possible, linking learning to pupils' interests and establishing real-life contexts for their work.

In KS1 and KS2, the following activities are delivered in sequence to enable creativity based on increasing confidence and competence within IT and Computer Science and Digital Literacy:

- Creation of digital media projects
- Effective communication using computing technology
- Conducting research projects
- Handling Information
- Programming and control
- Understanding technologies

In EYFS, children work on 'Technology' objectives and towards achieving the Early Learning Goal under the umbrella of 'Understanding the world.' The Early Learning Goal for Technology states that 'Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.' At St Antony's R,C primary school our children develop computing skills through both adult focussed activities and within the daily continuous provision. Children have access to games and programmes on the Interactive Whiteboards, iPads for individual use of games and painting programmes, and we have programmable toys such as "bee-bots" for independent exploration into learning about coding. Adults staffing our Continuous Provision show children how to use the resources effectively and encourage them to further increase their knowledge and skills. We also demonstrate how technology is used by encouraging the use of search engines to find out answers to their questions and to watch videos and play music.

Special educational needs & disabilities (SEND)

Computing is taught to, and inclusive of, all children, whatever their ability. Using high quality resources, teachers provide learning opportunities that are matched to the needs of children with learning difficulties and when necessary, take into account the targets set for individual children in their Individual Education Plan (IEPs).

EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences.

Gender
SEND
Race
Religion
Different families
Use of Pupil premium

ENRICHMENT AND MASTERY

Pupils are given fun and engaging opportunities to explore, understand and apply skills and ideas in different ways and in different contexts. This enables pupils to grasp key concepts and understand the relevance of their learning. Working towards Mastery, we look to provide deep, long-term, secure and adaptable understanding of Computing, demonstrated by how skilfully our children can apply their learning in Computing to new situations in unfamiliar contexts.

EXPERIENCES THROUGH THE CURRICULUM

Teachers are encouraged to apply their discrete computing skills across the curriculum, where it is appropriate, stimulating and accelerates the learning for the children.
Examples are:
Google docs writing as a way of the child to share work and the teacher can edit on screen simultaneously.
Scratch for story making.
Paint for art programs.
Lego We Do for Design technology.

HOME SCHOOL LINKS

In Years 3-6, homework is set using the LBQ platform.
Year 3-6 are also active on the Times Tables Rock Stars platform.
Safer internet week has links that are shared with parents through Class Dojo.

MEASURING THE IMPACT OF OUR POLICY

- Most children reach the end of year expectations in terms of attainment and progress. We aim for 75% and above to meet the standards that are set on target tracker.

- Children will be confident users of technology and are able to use it to accomplish a wide variety of goals, both at home and in school.
- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.
- Children are able to recognise many of the dangers that exist when using technology and understand how to access online systems safely. They are also taught who are responsible people in school who they can report anything that makes them feel uncomfortable or scared online.

RECORD KEEPING AND ASSESSMENT

National Standards, Target tracker. Children's own files.
From September 2023, three children have been selected to track progress throughout their St Antony's learning journey. In Years 4-6, children are taught to save examples of work into their own folder as evidence.

MONITORING, REVIEW AND EVALUATION

Learning walks, lesson observation, work scrutiny, staff discussion, pupil conversations (both subject ambassadors and a wider sample of students) an organic action plan and a regular report to the governing body.

STAFF DEVELOPMENT

Through team teaching, staff meetings and awareness of good practice.
To ensure high standards of teaching and learning in Computing, we employ a curriculum that is progressive throughout the school. Staff are encouraged to participate in their own development. Where the subject leaders recognise that staff members may need further training or support, extra time is dedicated to upskill the teacher to ensure their confidence in providing the best learning offer to the children.

GOVERNORS INVOLVEMENT

The link Governor for this subject is Ms J Hudson
Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

We aim to give St. Antony's children the best possible start to their school lives and beyond.

Reviewed by M O'Brien C Bleasdale and Fr G Barry 21.10.22
This policy will be reviewed every two years.