

Our Lady Star of the Sea Catholic Primary School

Computing Policy

Mission Statement

"You are precious in my eyes"-Isaiah 43

- *Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in partnership between home, school, parish and community.*
- *Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels.*

Curriculum Intent

Aims

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. 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.

Whilst the Computing Curriculum has an increased focus on Computer Science including developing pupils' programming skills and their understanding of what happens 'behind the scenes', it is important that they also continue to develop their Digital Literacy and e-safety capability and our school curriculum is designed to reflect this.

Curriculum Implementation

Our Lady's Computing Curriculum

As a school, we embrace the national vision for Computing and appreciate that, to achieve this, pupils must have access to a curriculum which is 'balanced and broadly based'. Our aim is to produce learners who are confident, discerning and effective users of technology and who also have a good understanding of computers and how computer systems work, and how they are designed and programmed.

We strive to achieve this aim by:

- supporting all children in using technology with purpose and enjoyment
- meeting, and building on the minimum requirement set out in the National Curriculum as fully as possible and helping all children to achieve the highest possible standards of achievement

- helping all children to develop the underlying skills and capability which is essential to developing Computing capability (such as problem solving, perseverance, learning from mistakes) and apply them elsewhere
- helping all children to develop the necessary skills to exploit the potential of technology and to become autonomous and discerning users
- helping all children to evaluate the benefits and risks of technology, its impact on society and how to manage their use of it safely and respectfully.
- using technology to develop partnerships beyond the school
- celebrating success in the use of technology.

Curriculum Design

Throughout the school, the planning, organisation and delivery of the Computing curriculum is supported by Lancashire Assessment Materials and Purple Mash primarily.

In the EYFS, opportunities for the use of technology are an integral part of each area of learning and the school ensures that children have access to both continuous and enhanced provision. Links are made between the EYFS Early Learning Goals and the Y1 curriculum to ensure a smooth transition takes place. Pupils and staff have access to 'trays' within the Purple Mash for the children to collate pieces of work without the formal saving process.

Following a meeting with the local advisor for Computing, a school map was created for teachers to plan the activities that would be delivered; linking to Purple Mash and the schemes of work on there. This is

Our Lady Star of the Sea PE Topic Overview 2019/2020

	Developing skills			Applying: Attacking and defending		
	Applying: linking actions and sequence of movement.			Evaluating Success		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
INVASION GAMES	FMC skills crawling	FMC skills running	Spam Speed Skills chest pass, bounce pass, swing	Spam Speed Skills chest pass, bounce pass, swing	Spam Speed Skills chest, bounce, shoulder pass, Push pass, kick and heading	Spam Speed Skills chest, bounce, shoulder, swing pass, Dribbling and running with a ball, Bowl under and over arm, Catch a small ball, Collaborate as a team, Attacking and defending goals 4 v 4 or 5 v 5, Apply skills and tactics in neutral and attacking and defending
DANCE						Perform dance fluently and with control and can perform to a piece of music expressively
GYM						Create a perform longer sequence of actions
OAA						Follow a simple route on an OS map and keep it secret. Identify features and successfully complete a themed orienteering course
SWIMMING				Year 4 to swim		

supported by a whole school progression map. By using a whole school approach and program, consistency will be established.

Using these materials, the school has developed its own flexible scheme of work for Computing which is adapted regularly to allow pupils' capability to be used effectively in other curriculum areas.

At Key Stages 1 and 2 the school's Computing curriculum is organised into the following aspects:

- Computer Science
- Data Handling
- Digital Literacy
- Online Safety

- Information Technology

These themes are mapped in a long term plan for the whole school, with elements of each theme taught in most terms. Computer science and online safety is taught discretely with the other strands woven into other areas of the curriculum.

A detailed overview has been written for Computing that shows the progression of skills across all groups.

Using Lancashire LPDS documents, four areas have been identified for assessment:

- Digital Literacy
- Information Technology
- Computer Science.

Teaching and Learning Styles

When delivering the National Curriculum for Computing, teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning style for the class, groups of pupils or individual pupils.

Approaches and strategies used may include:

- an 'unplugged' approach in order to develop their understanding of some of the underlying concepts of Computer Science (tasks which do not need a computer or technology)
- 'plugged' activities which allow pupils to practise and demonstrate their levels of understanding. (tasks which do require a computer or technology.)
- using presentation technology to demonstrate something to a group of pupils or the whole class
- leading a group or class discussion about the benefits and risks of technology
- individual or paired work
- collaborative group work
- pupil led demonstrations / peer mentoring. NB - Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.
- differentiated activities planned to allow different levels of achievement by pupils or to incorporate possibilities for extension work.
- teacher intervention where appropriate to support a pupil, reinforce an idea, teach a new point or challenge pupils' thinking.

In addition to discrete Computing sessions, opportunities to develop and extend Computing capability are provided in other curriculum areas and technology is used to support most other subject areas.

Monitoring

The Computing Subject Leader follows a systematic and regular programme of evaluation and monitoring of the Computing curriculum, across the school.

This is so that they can:

- Check that the full curriculum is being delivered effectively
- Evaluate the success of curriculum planning and delivery
- Have an awareness of impact and be able to demonstrate progression and attainment
- Have an overview of resource and staff training needs

Monitoring is completed via a variety of methods including:

- Observations
- Work scrutinies
- Gathering information from observations of other subjects
- Pupil interviews / pupils voice
- Staff interviews / feedback

And findings are recorded and saved as part of the SDP file on the server. As a result of monitoring, appropriate CPD opportunities are provided for staff on an individual, group and whole school basis in line with the school's wider CPD policy and School Development Plan. A record of these opportunities is kept by the Subject Leader.

Recording and Feedback

Children are encouraged to save their work and record in different ways:

- Computing books to show thinking and the planning process.
- Purple Mash files. All children and staff have a login account where they can save their work. Teachers can mark and produce reports on the work that has been created by the children. This work can be set as a redo for the children to edit.
- App based work. Book Creator is used as a primary app for the children. Work from here can be saved as a PDF or set as a book on a website.

Pupils with Special Educational Needs (SEN)

In line with our Learning and Teaching policy we recognise that all children have needs and we continuously strive to ensure that we challenge all children to reach their true potential. Teachers know their children and strive to move their learning on. Children who are on the Special Educational Needs (SEN) register will be working in line with their Individual Education Plan (IEP).

Extended Opportunities for Learning

Technology is used at Our Ladys to provide opportunities beyond the curriculum. Year 6 Digital Leaders lead lunchtime clubs and run online safety days throughout the school year; film making activities are employed by the eco-council and other groups within school to promote learning to a wider audience

Communication of Information

Within the LEARN section of the school website the school's curriculum for computing is explained. Here parents can access the policy and key learning objectives which will be covered during their child's journey through school. Within class pages Curriculum Overviews provide parents with a detailed summary of learning objectives for the year. In addition, weekly website blogs inform parents of weekly learning which has taken place. The Wednesday Word is used to support further home/school links. During 2019/20 we developed the RE area of the website to provide a clear overview of teaching and learning.

Reporting to Parents

A verbal report is given to parents at Parents' Evening in the autumn and spring terms. Computing is a necessary component of the whole curriculum and is formally reported on the annual written report sent to parents during the Summer Term. On this report, teachers comment on all strands covered by the curriculum.

The Governing Body

The Governing Body are reported to annually in the form of a written report. Subject leader attends meetings when required to discuss data and progress.

Impact

At Our Lady Star of the Sea we see computing as a golden thread throughout the curriculum. We want our children to use ICT safely, responsibly and innovatively. A child who leaves us in Year 6 should have the vocabulary to operate and communicate safely whilst online. They should be able to format work to meet the needs of an audience and become digitally literate.

Evaluation and Review.

This policy was written in consultation with staff and has been approved by governors during autumn 2020. It is available for parents to read on the school website in the LEARN area. As a school we always welcome feedback and if changes are required before the next review date, consultation will take place. It is the intention to review and evaluate this document every two years in line with the whole school policy and the school development plan. (Autumn 2022).