

Computing Subject Policy

St. Francis' Catholic Primary School



Approved by FGB on: N/A

Committee Responsible: Learning

Next review due by: November 2023

Computing

Intent

Through teaching computing at St Francis', we equip our children to participate in a world where work and leisure activities are increasingly transformed by technology. Computing skills are a major factor in enabling children to be confident, creative and independent learners. Children should have every opportunity available to allow them to find, explore, analyse and present information. We focus on developing the skills necessary for children to be able to use electronic devices to access and communicate information as well as teaching them how to programme devices to carry out tasks.

Computing contributes to our learning and faith community by providing the opportunity to explore the safe and ethical use of modern technology. It discovers and nurtures in children God given talents and enables them to fulfil their potential where technologies and cultures are constantly changing. In older years, children consider the moral dilemmas presented when using these technologies. Through the use of online resources, children recognise that media provides us with the opportunity to reflect in awe and wonder at the beauty of God's creation. By using a range of computing programmes, children are able to express themselves creatively.

Aims

- provide a relevant, challenging and enjoyable computing curriculum for all pupils
- use computing as a tool to enhance learning throughout the curriculum
- respond to new developments in technology
- equip pupils with the confidence and capability to use computing throughout their later life
- develop an understanding of how to use technology safely and responsibly.

Implementation

- the teaching of ICT is directed by the National Curriculum Programmes of Study
- work for Key Stage 1 and Key Stage 2 is supported by the eLiM schemes of work
- EYFS guidance is provided by the Herefordshire scheme of work
- key ICT skills are delivered through both cross-curricular work and discrete lessons. Areas covered include multimedia, programming, online research, E-Safety and data handling
- assessment is both formative, in order to improve children's learning, and summative to ensure progression
- formative assessment occurs on a lesson-by-lesson basis determined by the aims
- peer assessment is encouraged so children can make judgments about how they can improve their own or each other's work
- the school has a fully functional suite linked to a network server containing both desktop computers and I-Pads for use in classrooms
- every teacher has a networked laptop for use in class with an interactive whiteboard/TV
- use of the suite is timetabled to ensure every child has access
- iPads, hand-held video cameras, stills cameras and visualisers are available to support and enhance learning
- Software available on the school network supports computing and wider areas of the curriculum
- class-based learning is supplemented by use of the school grounds, visitors (E-Safety talks etc.) and extra-curricular opportunities which may arise e.g. Lego Robotics

- technicians visit the school on a fortnightly basis to maintain equipment and deal with non-essential issues reported by staff. Urgent issues are usually dealt with on the day they arise.
- teachers respect individual needs with regard to race, gender and special educational needs including pupils with physical, emotional, behavioural and learning difficulties and those with special abilities (e.g. for pupils who find handwriting difficult, the use of a keyboard may enable them to record their work more easily; for those who have emotional or behavioural difficulties, using a computer or I-Pad can allow them to have periods in a non-threatening environment where they are likely to be more motivated and less likely to fail)
- in addition to discrete and cross-curricular computing sessions, technology is used to support other subject areas e.g. I-Pads/digital cameras may be used to capture moving or still images, ICT-based phonics books may support early reading using synthetic phonics
- St. Francis' school is aware of the health and safety issues surrounding children's use of ICT and takes its responsibilities seriously. We ensure effective filters are in place to safeguard pupils. Children are expected to use equipment safely and in a manner which reflects the often high cost of ICT resources. Staff and children sign up to acceptable use policies each year.

Impact

Following the school's rolling programme of monitoring, monitoring time is used to review the children's work and/or observe computing lessons across the school. Monitoring enables the subject coordinator to gain an overview of Computing and ICT teaching and learning throughout the school as well as to evaluate the success of curriculum planning and delivery. In monitoring the quality of computing and ICT teaching and learning, the subject coordinator will:

- observe teaching and learning in the classroom
- hold discussions with teachers and children
- analyse children's work
- examine plans to ensure full coverage of ICT.

Conclusion

Through the teaching of Computing and ICT at St. Francis', pupils will become knowledgeable about the nature of information and confident with technology in the world around them. Through their developing skills with a range of ICT equipment, pupils will begin to understand how ICT can improve efficiency and enjoyment, and enhance their lives.