COMPUTING POLICY
We walk by Faith and not by sight: 2 Corinthians 5:7

Introduction

This policy outlines the teaching, organisation and management of Computing taught and learnt at St. Paul's C of E Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Computing co-ordinator.

Aims

To ensure a broad range of skills and understanding, Computing is taught across 4 main strands: digital literacy, data and information, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through Computing for example writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of Computing and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet, networks and email. As part of data and information, we delve in data handling. We look at using data loggers, building databases and spreadsheets during this strand. In computer science, we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also, to analyse problems to computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We also teach a progression of Computing vocabulary to support children in their understanding.

Online safety is taught within each Computing lesson as a short starter activity as well as being taught as at least one unit each year. Online safety procedures are communicated with all staff and parents.

Inclusion

Computing is a core subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programs of study. All pupils are entitled to access the Computing curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Work on the computer may be adapted to suit the pupils needs.

In line with our Equality Information and Objectives Public Sector Equality Duty, we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

When planning and teaching Computing, we will:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Knowledge, skills and understanding:
Teaching Computing should ensure that listening, applying knowledge and understanding, are developed through the interrelated skills of digital literacy, information technology and computer science.

Extended Learning Opportunities
At our school all children are given opportunities to attend off site educational visits and activities that support children's Computing awareness and enable them to apply previous and new skills. Through Computing the children can improve pupils' skills in literacy and

mathematics. They will have opportunity to develop pupils' thinking skills and will promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

Implementation

Learning and teaching in Computing will be in line with the school's Teaching and Learning Policy, where provision is made for all learning styles.

1. The Computing curriculum is taught using units adapted from various schemes. These include Google Be Internet Awesome, Code.org, Teach Computing, Common Sense, Knowsley, Cornerstones. Topics have been allocated to each year group based on this guidance and can be seen in the topic overview.

2. The mode of working in Computing is a mix of class teaching, cooperative groups and individual work. We work both in the classroom and in the computer room.

3. Groups are usually of mixed ability and are encouraged to communicate their work in a variety of ways.

4. Computing work is recognised in general display or in communicating the results of Computing work to the whole class.

When teaching Computing we:

- Plan carefully and imaginatively

- Always explain what we want pupils to know, understand and be able to do through the Computing they are about to do

- Often use a key question to direct pupils' thinking / enquiry

- Vary the resources and activities to ensure each pupil can learn effectively

- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

Assessment and Reporting

Teacher judgments will be made at three data collection points throughout the academic year to assess children's attainment and progress. Each unit of work will need to have specific assignments to assess the breadth of Computing covered. These may include written or diagrammatic work and observations noted during discussion. Reporting to parents occurs annually with a written report.

To monitor and evaluate Computing the coordinator;

- Supports teachers via book trawls, observing and giving feedback
- Monitors teachers' planning
- Reviews resource provision
- Discusses regularly with the Principal the progress with implementing this policy in the school.

Background Documentation

This policy was informed by reference to the National Curriculum, materials and advice from the Department of Education.

The Role of the Co-ordinator

1. Support and encourage colleagues to provide effective learning opportunities for all pupils and to help them develop valid activities appropriate for children at different stages of development and which enable pupils to progress in the subject.

2. Prepare policy documents, curriculum plans and schemes of work.

3. Renew and update resources needed to deliver the curriculum, within budget restraints.

4. Regularly monitor and evaluate teaching and learning in each year group.

5. Develop assessment and record keeping ensuring progression and continuity.

6. Keep abreast of developments in Computing education and media usage.

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