St. George's Catholic Primary School

Computing Policy

MISSION STATEMENT

Achieve, Believe, Care

INTENT

At St George's Catholic Primary School, we understand the important value that technology plays in supporting the Computing and whole school curriculum. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing opportunities for pupils to access a wide range of computing concepts and approaches which support the needs of all learners.

Technology is ever evolving and we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

The aims of our Computing curriculum are to develop pupils who:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- can use technology safely, responsibly, competently and confidently
- are equipped with the skills and knowledge needed to navigate their way through an everchanging digital world.

IMPLEMENTATION

Our implementation of the Computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. Computing teaching will deliver these requirements through our termly units.
Our Computing progression model is broken down into three strands that make up the computing curriculum:

Computer Science, Information Technology and Digital Literacy.

Computer Science - knowledge and skills relating to programming, coding, algorithms and computational thinking.
Information Technology - knowledge and skills relating to communication, multimedia and data representation and handling.
Digital Literacy - knowledge and skills relating to online safety and technology uses all of which are covered either combined or discreetly.
We use and follow the Purple Mash scheme of work from Years R-6, ensuring consistency and progression throughout the school and clear coverage of the Computing curriculum. Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety. Purple Mash has an online portal of age-appropriate software, games and activities.

Computing Long Term Overview

Computing Progression of Learning

Resources

We use a variety of resources (including hardware and software) to deliver the computing curriculum which is suitable for the ages and abilities of the pupils being taught. These include:

* iPads
* Laptops
* Beebots
* BBC Microbits
* Lego Spike Essential hardware
* Lego Spike Software
* Interactive whiteboards

IMPACT

The teaching and learning of Computing enables all pupils to continue to learn and grow in this digital world we live in and provides them with the skills and knowledge to do so safely, responsibly, competently and confidently. Children will demonstrate an enthusiasm for the subject and be able to articulate their learning over time.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress.

Formative Assessment is, therefore, on-going and varied in nature. In each year group it may involve some, or all, of the following:

- Feedback of recorded work.
- Teacher observation of individuals, pairs or groups.
- Targeted questioning

Summative Assessment in Reception is through the Foundation Stage Profile and in KS1& 2 staff use the Purple Mash Assessment Tool to access if pupils are emerging (1), expected (2) or exceeding (3). Pupils work is saved within the school system, and this is regularly monitored by the class teacher and Computing lead. The children may work individually or in pairs or small groups for different tasks and activities. Parents are also updated on their child's progress through annual written reports.

Monitoring and Evaluation

The subject leader will:

- Review the long-term overviews, computing coverage and progression documents.
- Conduct lesson observations, pupil voice and pupil folder looks (Purple Mash).
- Provide feedback to SLT regarding the teaching of Computing across the school.
- Share best practice with staff and keep up to date with any subject specific updates.
- Meet with the assigned Governor to review practice across the school.
- Review the Computing policy annually.

Equal Opportunity

All children will be given the same opportunity to receive a broad, balanced curriculum regardless of social class, gender, culture, race, disability or learning difficulties.

Review

This policy will be reviewed every three years by the Governing Body or as required by changes in legislation.

June 2024