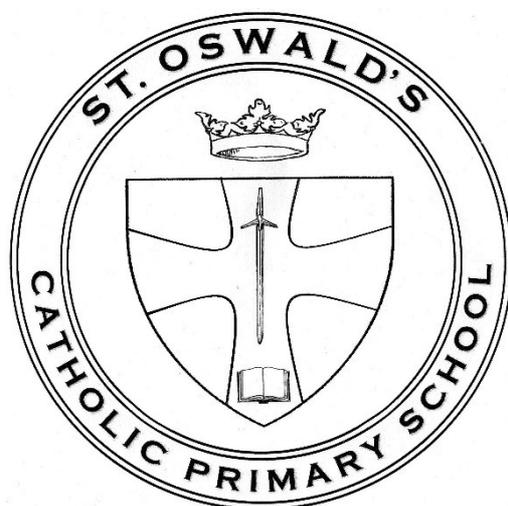


St Oswald's Catholic Primary School



Computing Policy

Approved by:	Approval date	Renewal date
Full Governors	Autumn 22	Autumn 23

This Computing policy is set within the context of the whole school aims and mission statement:

*Together with Jesus,
We will Learn and Grow in Faith*

Rationale

In today's modern world, being able to use ICT skilfully and effectively is essential. At St Oswald's Catholic Primary School, we believe that developing a wide range of computing and technological skills is vital for a successful future for all of our children.

We aim to give pupils experiences of new technologies along with confidence and enthusiasm to explore computational thinking.

At St Oswald's Catholic Primary school, we aim that all pupils:

- Are exposed to educational developments in computing and provide the opportunities to access the most effective and emerging technologies.
- For children to achieve success in ICT by learning the skills set out in our scheme of work.
- Understand in an age appropriate way, and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- In an age appropriate way, analyse problems in computational terms, and have practical experience of writing computer programs in order to solve such problems
- Use information technology as a tool appropriately across the curriculum to support and enrich their learning

Along with our computing curriculum, we value the importance of providing children with an increased and extended learning experience. This includes ICT links and apps relating to their classes wider themes and topics.

As a school we believe that we have a duty to safeguard and promote the welfare of our students, we ensure that all children feel safe when they are online and that they are aware of the how to use new technology, including the internet, safely.

The national curriculum

The National Curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

- 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
- are responsible, competent, confident and creative users of information and communication technology.

Computing Curriculum Planning

This year, our Computing curriculum has moved completely to our new scheme of work, developed for St Oswald's in consultation with MGL and our specialist teacher, Mr Keegan.

We have been working with MGL for the past few years - a leading provider of computing support for schools and have created a bespoke scheme of work for our school and the needs of our pupils with the added support from MGL. In Spring term of 2021, our whole school curriculum began working from the new topics, which means that this academic year, the old scheme of work will have been phased out completely and all year groups will be working from the new planning.

Each topic will still have a 'Big Question' which the children continuously work on and is used as an assessment tool at the end of each topic.

An integral part of our curriculum is also delivering the relevant e-safety messages for each year group. Online safety is of key importance and threads its way through all aspects of the curriculum; it is specifically identified within computing planning and ensures that children are educated on aspects of privacy, stranger danger, cyber bullying, online conduct, digital footprint etc. Pupils will know who to turn to for help as they navigate through the digital world around them.

Last year we developed our remote learning strategies in response to Covid 19 and its restrictions. We implemented the use of Google Classrooms for year 2 and KS2, with the younger year groups using Class Dojo in order for children's learning to continue at home during periods of isolation or in the event of another National lockdown with school closures. There is more information in our school's Remote Learning Policy on how these systems worked. Moving forward, we will still be using these platforms to deliver certain aspects of our curriculum (eg. homework) and to aid in our home/school communication.

Early Years

Computing in the Early Years Foundation Stage is integrated into the learning opportunities and experiences planned and provided throughout the year, alongside lessons following our MGL scheme of work, focussing on key aspects of e-safety, among

other things. Through the 'Understanding the World' key aspect of learning in EYFS, pupils in Nursery and Reception have direct opportunities to develop fundamental Computing skills and practitioners skilfully engage with pupils to develop those 'characteristics of effective learning' pertinent to Computational thinking: creating and thinking critically, problem solving, taking risks, learning from mistakes, making links and finding patterns. Children have access to programmable robots and toys, iPads and touchscreen technology as well as recordable devices.

Teaching and learning strategies

A variety of teaching methods are used to deliver Computing & ICT. These include:

- Whole class teaching (for acquiring knowledge)
- Small group work (for investigation, discussion, support and teamwork)
- Individual activities (for developing independence and individual creativity)

Activities the children are expected to have access to:

- Investigations and scientific enquiries
- Gathering, recording and analysing information/sources
- Discussion and teamwork
- Question, answer and problem solving
- Opportunities for writing in a range of different genres
- Simulation of real life systems
- Presentation and publication of findings in a variety of formats
- Use of technology other than computers such as iPads, programmable toys and robotics.

Assessment and recording

Our new MGL scheme of work was designed and built around the progression of skills framework. Each unit was planned and developed to meet the skills criteria of the year group covering all 4 aspects of the Computing curriculum:

Computer Science

Information Technology

Digital Literacy

IT Beyond the Classroom

Each unit of work includes 'skills progression points.' These points are taken from the Skills Progression Framework and are the backbone of the learning for the unit.

Throughout the unit the lessons and activities will be focussed on the learners being able to access and achieve these statements. At the end of the unit, there will be an assessment task. In some cases, the assessment task will be just finishing a piece of work that the learner has been working on throughout the unit or it could be an activity solely completed in that lesson. Either way they will have a final piece of work or collection of activities that will be marked against the progression points. Each learner will then be assessed in line with our school's assessment process for other subjects below / working towards / expected / greater depth.

Throughout the teaching there will be opportunities for self-assessment & peer assessment that occur as pupils work collaboratively.

Teachers may observe, review progress, use informal judgements and open questioning to assess whether key concepts and knowledge have been grasped during lessons. Work is recorded via photos, lesson evaluations or saved work to the pupil shared drive within school.

Resources

The school has a wide range of resources to support learning in Computing & ICT, including all the hardware and software needed to develop the skills needed to succeed within each unit. The school's network has a range of teaching and learning resources for use by both teachers and pupils. Resources are regularly audited and updated, by the school's Computing & ICT lead. KS2 classes receive two half terms of support from outside provider MGL.

ICT Technicians

The school employs a team of ICT Technicians whose specific roles relate to the provision of support in ICT. This support takes a variety of forms, including:

- Dealing with technical queries relating to software and hardware
- Carrying out rudimentary and routine maintenance and repairs of hardware
- Purchasing and updating equipment
- Supporting teachers in the use of ICT in other curriculum areas
- Supporting admin staff with the use of ICT within their roles
- Maintaining and updating school-related pages on the school website.

Subject Leadership

The Computing Subject leader takes responsibility for monitoring the standard and quality of teaching and learning in Computing across the school. The Computing lead supports colleagues in the teaching of Computing, keeps up to date with current

developments in the subject, identifies training needs by arranging relevant CPD and provides a strategic lead in driving improvement for the subject in the school.

The Computing Subject leader shares responsibility for promoting online safety across the school community: highlighting internet safety awareness via our school website, Twitter updates; leaflet drops to parents and coordinating events for 'Safer Internet Day' every February.

Miss Duncan

September 2022