

**St Anne’s Catholic Primary School**

**Primary Computing Policy**

At St Anne’s Catholic Primary we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies, and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the key stage 1 (KS1) and key stage 2 (KS2) computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

This policy is in regard to and compliant with the following statutory guidance:

DfE (2013) ‘Computing programmes of study: key stages 1 and 2’

This policy links with the schools E-safety policy.

**Teaching and Learning**

**Early years foundation stage (EYFS)**

As the EYFS is part of the Foundation Stage Curriculum, we relate the computing aspects of the children’s work to the objectives set out in the Development Matters Framework and Early Learning Goals (ELGs). The children have the opportunity to use the computers, iPads and other technology equipment as part of the Technology strand of the curriculum.

**Key Stage 1 and 2**

The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. The introduction makes clear the three aspects of the computing curriculum:

**computer science**(CS), **information technology**(IT) and **digital literacy**(DL).

**Key stage 1**

Pupils should be taught to:

* understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**Key stage 2**

Pupils should be taught to:

* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

**Curriculum Delivery**

Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through dedicated computer lessons. Each class is allocated at least one weekly session in the Computer Suite, and daily access to iPads in both small group and whole class allocations.

The school follows the St Helens Computing Scheme of work alongside the Purple Mash Computing scheme to enable a broad and balanced curriculum. Each class including mixed classes have long term and medium term plans to enable teachers to plan computing to coincide effectively with other curriculum areas. We provide suitable learning opportunities for all pupils by differentiating the challenge of the task to the individual needs and abilities of each pupil.

**Assessment**

Teachers assess children’s work in computing by making formative assessment judgements as they observe them during lessons, and by setting specific tasks. The outcomes of this will ensure the individual needs of the children are met.

Purple Mash assessments are available for teachers to use to inform summative assessment judgements. Pupil’s progress and abilities will be assessed at the end of each unit / term using Target Tracker computing assessments.

Children’s work will be evidenced using Purple mash individual and class folders, class folders on the school server and printed work.

**Resources**

* Class laptop and Interactive whiteboard.
* Dedicated weekly session in the school computer suite.
* Daily access to iPads.
* Technical support from Agylisis through weekly technical support and fault logging facilities.
* Computing coordinator will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, links to St Helens PIN support group etc, and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

**Monitoring and evaluation**

We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time. We will review this policy in line with our policy review schedule.

We will review our web filters regularly to ensure that pupils continue to be protected from inappropriate content online.

The subject lead and SLT will continue to evaluate the strengths and weaknesses of the subject and action plan further improvements. The quality of teaching and learning in computing is monitored and evaluated by the Head Teacher as part of the school’s agreed cycle of lesson observations.

Date: July 2017

Signed...........................................................................................................................