St John's Catholic Primary School, Bridgnorth

Computing Policy

Reviewed on: 22.03.2024

Reviewed by: Mrs E Shimmons

Next review date: 22.03.2026

Introduction

At St John's we want our pupils to be independent, creative, safe, respectful, and problem-solving digital citizens with a broad and transferrable skillset. The purpose of this policy is to state how the school intends to make this provision. Computing is an integral part of the national curriculum and is a key skill for everyday life. We recognise the three areas of Computing – digital literacy, computer science and information technology alongside online safety which create our curriculum. We are able to embed computing through subjects by using skills we have learnt and creating deep links with mathematics, science and design and technology. We want our pupils to be ready for a digital world.

Intent

Our intent of our curriculum is to help pupils become independent, creative, safe, respectful, and problem-solving digital citizens with a broad and transferrable skillset. iLearn2 makes computing fun for pupils, inspiring them to develop skills beyond the classroom and building an awareness of all the opportunities the subject provides. We want our pupils to use technology imaginatively, creatively with a 'can do' attitude to aid their computational thinking.

Curriculum

As a school, we have recently chosen ilearn2 Scheme of Work from Reception to Year Six. A detailed progression map of the computing curriculum has been written to support the scheme of work. Pupils can learn computing skills at their own pace, developing independent learning skills with opportunities to continually review and revisit the skills covered, our pupils can access resources and content suitable for their individual ability and needs and learn how to apply the skills they learn in the tutorials to their own work.

Early Years Foundation Stage

Due to a recent change in 2021, to the Early Years Foundation Stage curriculum computing, ICT and technology no longer features within the framework. However, at St John's Reception children will still have a broad, play-based experience with technology. The class teacher regularly uses the interactive whiteboard and encourages children to write and use touch in order to participate in lessons as well as play. Children in Reception learn ICT is not just about computers, in order to prepare for coding and computer science in KS1, Reception practise listening skills and follow instructions in order to understand key words for coding such as directions. Children have experience of programmable toys for early coding too. Children are also given access to take photographs, use paint and apps such as Alphablocks and one minute white rose app.

Implementation

We use ilearn2 scheme to fulfil the objectives of the national curriculum. A range of activities which covers the three strands of computing – digital literacy, information technology and computer science. Within these lessons, children learn about online safety through the project evolve conversations. The children can use iPads or laptops to help with activities. Our digital leaders are trained by the computing lead to help aid teachers within lessons.

Key Stage 1

By the end of 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

By the end of 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.

Impact

We aim for our children to leave St John's with a wide range of skills and experiences in the three computing strands with a genuine interest in computing subject which has prepared them for KS3. The curriculum lead will hold pupil voice interviews, asking pertinent questions to ascertain the children's knowledge and whether the original ambition of the Computing Curriculum is being met.

Progression

Begins in EYFS with continuous provision and opportunities to explore computers and iPads. EYFS our programming starts with learning directions and practicing with following instructions in preparation for coding a critter. The main thread of programming throughout our school is using scratch and building the skills and knowledge throughout the year groups. Year Six end with learning how to code on python and binary in preparation for KS3.

Inclusion

Children with special educational needs or a disability will be entitled to the same access to ICT as their peers. In planning lessons teachers will identify the learning outcomes for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or providing peer or adult support, for children with difficulties. It is important to note that children with learning difficulties may achieve well in ICT and should be given the opportunity to provide support for others. SEN children also have access to ICT to support and aid their learning, not just for computing lessons.

Monitoring, Evaluation and Feedback

Monitoring will be achieved through:

- Work scrutiny via Computing pupil books.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.

Evaluation and Feedback will be achieved through:

- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided.

Feedback on whole school areas of development regarding computing to be fed back through insets/AOB/staff meetings.