



# **St. Francis Catholic Primary School Bradford**

## **Curriculum Policy No 5 Computing Policy**

**Together we are exploring our special gifts;  
together we are growing closer to God.**

### **Background:**

This policy was drawn up in January 2011 and confirmed at the Governors' Meeting on April 2011. This policy was reviewed in April 2017.

### **Rationale:**

This policy was agreed in order to:

- ensure that the teaching of the Computing Curriculum is in keeping with our Mission Statement
- ensure systematic coverage of the National Curriculum
- ensure that all our children gain confidence and capability in computing to prepare them for later life (this includes keeping up to

date with new technologies and becoming 'digitally literate' for the future workplace, and as active participants in a digital world)

- enhance the learning process at all levels

## **Policy Statement:**

It is the policy of the Governing Body that all children shall have access to a systematic programme of Computing activities which will develop their skills, concepts and attitudes. Teaching will be in accordance with all other pastoral care policies.

## **Aims / Purposes:**

- to develop an understanding that computers and other ICT equipment/tools are used to handle information and to communicate
- provide children with a high quality computing education that equips them to use computational thinking and creativity to understand and change the world
- to develop an awareness that the use of ICT can be a creative and fascinating process
- to develop an understanding of how digital systems work, and to put this knowledge to use through programming, understanding that technologies are machines which are programmed to follow precise instructions
- to develop skills in the following and writing of precise algorithms, and be able to debug them in order to solve problems
- to develop and apply children's use and understanding of Computing terminology, including abstraction, logic, algorithms and data representation
- to develop links with other subjects, such as Mathematics, Science, Geography, History and Design and Technology, providing an insight into natural and artificial systems
- to ensure children become responsible, competent, confident and creative users of information and communication technology

## **Organisation / Planning:**

The long term outline is detailed in Appendix 1.

The Computing Curriculum has been broken down into the following areas:

- **Computer Science (the principles of information and computation, how digital systems work and how they are applied in the digital world)**
- **Media (the creating and manipulation of digital content such as sound, video and images)**
- **Data Handling (the use of technology for the collection, analysis and evaluation, creation and presentation of information)**
- **Information Literacy (the ability to safely, responsible and critically navigate, evaluate and create information using a range of technologies)**
- **E-Safeguarding (how to use digital technologies in a safe and responsible manner, to be respectful to others and to know what to do when presented with risks online)**

Short term planning is the responsibility of the class teacher and should encompass the following:

- **clear intended learning outcomes**
- **differentiation**
- **stimulation (in terms of content and purpose)**
- **resource requirements**
- **vocabulary**
- **directed use of TA**

Teachers follow a range of planning schemes, dependent upon the year group and cohort level. They have access to the 'Switched on Computing' planning to deliver all units of the Computing Curriculum throughout KS1 and KS2. Teachers also have access to planning aids through our subscription to the Bradford Innovation Centre and the Twinkl website. Occasionally INSET is provided by the Innovation Centre. Our consultant from the Innovation Centre is always available to address any difficulties with effective delivery of the Computing Curriculum, and will regularly come into school to support staff and enhance children's learning. Any

training done with the Computing co-ordinator is then passed onto the rest of staff at staff meetings.

Each class has access to the ICT suite on a weekly basis for a minimum of 1 hour for the explicit teaching of ICT. Additional slots in the suite are available for classes to timetable when they deem it necessary. This extra provision may be used to develop children's abilities in other curriculum areas. We have one bank of laptops (containing 30 laptops) as well as a bank of 32 iPad minis, which can also be used in the classroom in subjects across the curriculum; these extra devices can ensure that children are regularly able to work independently.

Extra hardware such as BeeBots, digital cameras and data loggers can be rented for a small cost from the Innovation Centre.

Smartboards are used when appropriate to enrich lessons taught across the curriculum. In addition to this, Easi-Speaks are used for children struggling with writing.

Each staff member has access to their own iPad mini, which can be used to deliver lessons (using Air Server to project the iPad onto the SmartBoard), record evidence of learning and assess children during lessons when appropriate.

The Computing Co-ordinator has access to a separate iTunes account, which enables them to trial apps before purchasing them for the pupil and staff iPads.

## **Early Years Foundation Stage (EYFS):**

Children in EYFS have access to PCs in the Foundation Stage. Both FS1 and FS2 have use of Smartboards for teaching and learning in subjects across the curriculum. They also use resources such as CD player, Easi-Speak microphones, talking clipboards, digital cameras and programmable toys. In addition, three iPads are available for children to use and staff have access to teacher iPads to upload evidence of children's learning. Extra resources such as BeeBots (for the programming strand) can be rented from the Innovation Centre.

## **Links to other Subjects:**

Through the use of our ICT planning schemes, links are made between Computing and Mathematics, Science, Geography, History and Design and Technology.

## **Homework:**

We currently have a subscription to I am Learning, which children can access at home. Teachers can set differentiated homework tasks for children to complete, which are then electronically marked. Children can also access a revision area for core subjects such as Reading, Writing and Maths. The questions are broken up by mini games, which can help keep the children focussed and enjoying their learning.

## **Resources:**

All teachers have access to appropriate resources for high quality teaching and learning. Some resources will be centrally located locked cabinets in the ICT suite. Added to this, we subscribe to the Bradford Innovation Centre, which allows us to rent equipment at a discounted price (class banks of digital cameras, i-pads and data loggers). Every opportunity must be made to ensure that all lessons are stimulating. For further information on our expectations please refer to the teaching and learning policy (Policy No. 19).

We also have a subscription to Purple Mash, which allows children to explore and enhance their knowledge in a variety of subjects in a fun and creative way. Work is saved into children's folders.

## **Assessment and Record Keeping:**

Assessment is continuous and ongoing. Short term planning is annotated on a weekly basis and is used to inform next steps and attainment.

Assessment in Computing at St.Francis is comprised of:

- end of unit self- assessment reviews (linked with the Computing Curriculum and the 'Switched on Computing' planning scheme)
- Learning Ladders covering the key areas of the long term plan

Currently, pupils can save their work on Purple Mash or on the shared area, which can then be accessed by the class teacher.

## **Inclusion:**

Children with special educational needs are addressed in accordance with the SEN policy. Children with learning difficulties work at their own level through differentiation and targeted support.

Children who show particular interest and ability are encouraged to develop their own lines of enquiry.

## **Equal Opportunities:**

The teaching of ICT will support equal opportunities as expressed in our Mission Statement and pastoral care policies.

## **Health and Safety:**

Practical work is governed by the school Health and Safety policy.

## **Roles and Responsibilities:**

The ICT subject manager is responsible for:

- reviewing this policy as matters arise
- composing action plans
- recommending, ordering, cataloguing and monitoring of resources
- advising and assisting class teachers
- identifying training needs and co-ordinating INSET
- monitoring the teaching and learning of ICT
- working with assessment co-ordinator and SLT to improve standards in ICT throughout the school.

## **Policy Monitoring and Review:**

This will be carried out annually by the subject manager as part of the process of subject review. Information from the review will be fed back to SLT, teaching staff and the School Improvement Committee.

## **Review Record:**

<b>Date of Review:</b>	<b>Action:</b>	<b>Initials:</b>
<b>January 2011</b>	<b>Updated policy</b>	<b>VN</b>
<b>April 2011</b>	<b>Policy agreed by Governing Body</b>	<b>VN, DC, Governing Body</b>
<b>March 2013</b>	<b>Review and update of policy.</b>	<b>VN</b>
<b>April 2015</b>	<b>Review and update of policy</b>	<b>ES</b>
<b>September 2016</b>	<b>Review and update of policy</b>	<b>ES</b>
<b>April 2017</b>	<b>Review and update of policy</b>	<b>ES</b>