

**St Joseph's Catholic Primary School**  
**NON Statutory**

**Reviewed: March 2022**

**Next review due: March 2024**

**St Joseph's Catholic Primary School**

**To live, love and learn in a caring Christian community**

**COMPUTING**

The following policy must be read in conjunction with all other school policies, in particular the Data security and E-safety policy.

**1) Aims**

Our school aims to:

- Enable each child to develop their computing capability to their full potential through a stimulating and challenging curriculum.
- Experience computing across the curriculum, enriching and extending learning by providing regular and frequent access to a wide range of equipment beginning in the Foundation Stage.
- Make the children aware of opportunities to apply their computing skills in other areas of the curriculum and also to recognise when the use of computing is inappropriate.
- Provide continuity and progression in all strands of the computing National Curriculum at Key Stage 1 and 2.
- Make the children aware of the role of computing in the world around them and prepare them to participate in the rapid changes Computing is bringing to work and leisure.
- Foster a positive attitude and enjoyment of computing, enabling the children to grow in confidence and independence on the computer and other Computing equipment, so promoting independent learning.
- Ensure all staff and pupils are confident and competent users of computing.

## **2) Curriculum Organisation**

### **Foundation Stage**

Computing is planned following the Early Years Foundation Stage (EYFS) development matters strands. The specific strand relating to Computing is listed as 'an awareness of everyday technology' in the area of Knowledge and Understanding of the World.' Computing offers children an opportunity to ask questions about how things work and enables them to become increasingly independent learners. Pupils have access to iPads with age related apps, CD players for audio books, computers to develop their mouse skills, programmable toys, hand held devices, touch tray microscopes, metal detectors as well as use of the interactive whiteboard (IWB). Access to the devices listed is provided during child initiated learning time, whole class discussions and small group activities.

### **Key Stage 1 & 2**

Computing is planned following Switched on (a scheme of work by 'Rising stars'). This scheme of work covers the new programme of study for Computing, including programming and computational thinking. The scheme also delivers a clear progression of skills from year one to year six. Computing is used across other curriculum subjects as a tool for research and to transfer and apply learnt skills. Each class has timetabled access to the laptops and iPads. Pupils also have access to a variety of Computing equipment to support learning including devices such as Beebots and recording devices.

## **3) Contribution to other curriculum areas**

### **English**

Devices such as iPads can be used to record a short drama, play or debate. Coding software such as scratch can also be used to sequence stories or instructions. Software such as Scratch and Microbit can be used to create books written by pupils.

### **Maths**

Interactive whiteboards and relevant activities are used in all lessons to engage pupils throughout the lessons. Internet links can be used to access online activities. Data handling software can be used to record results. Programmable toys can be accessed for teaching movement, position and shapes.

## **PSHE**

Pupils learn how to stay safe on the Internet and what to do if they are worried, upset or confused. Pupils learn how to treat equipment safely and with care. Interactive software is used to enhance lessons such providing video clips for discussion.

## **SMSC**

During Gospel assemblies the laptop and projector is used as a visual stimulus to enhance the spiritual atmosphere. Pupils also use the internet to carry out research for various subject areas. Pupils are taught to consider the validity of sources and to report any concerns to the teacher.

## **4) Inclusion**

All children have equal opportunities to access the Computing curriculum through fully scaffolded lessons. Children with special educational needs are supported through software such as I trace, which can be found on school iPads. Children can access I trace when working on the iPads with the whole class, in a small group or independently. In EYFS, roller balls are available as an alternative to a mouse to support children's fine motor development. The needs of gifted and talented children are planned for through extension activities as well as open opportunities to teach their peers using 'child friendly language' to aid understanding and support the modelling of activities as appropriate.

## **5) Assessment & Recording**

Work is assessed against learning objectives in the following ways:

- Ongoing dialogue between the teacher and children whilst they are working.
- Screen shots of work in progression in the children's Computing books.
- Annotations of children's work (as appropriate) which are then stuck into their Computing books.

- The subject leader will request samples of levelled work in order to build a school portfolio that can be used to support staff's understanding of progression and levelling.
- Computing planning will be monitored and lesson observations will be carried out by the subject leader. Appropriate feedback will then be given.
- Pupil voice surveys.
- Pupil E-safety questionnaires.
- All staff update computing assessment grids on a half termly basis after each topic is taught.

## **6) Health & Safety**

All equipment is checked annually under the Electricity at work Regulation 1989. Staff are aware of the main health and safety issues regarding use of Computing equipment with their pupils. Staff have been advised of Health and Safety guidance relating to Interactive Whiteboards and should adhere to the guidance on use of this equipment. (Health & Safety Advice poster displayed near interactive whiteboards).

## **7) Internet Safety**

The school has separate Acceptable Use policies for pupils, staff, governors and visitors. If a child 'gets lost' on the internet and views upsetting material they can click on the Hector's World dolphin panic button and alert their teacher. If inappropriate material is accessed, the teacher then switches off the screen (without closing the website or logging off) and reports this to the Computing Leader/Head Teacher immediately. The designated people will then record these details on an E-safety log (accessible to all staff) and pass these to county through speaking directly to Sitts.

Internet safety is promoted and awareness raised through discussions, DVD's produced by County, Safer Internet Day activities and workshops, a whole school assembly (led by the subject coordinator), assemblies led by members of senior leadership and a whole school display.

E-safety is explored at the beginning of every Computing lesson and teaching staff ensure that its coverage is linked to lesson content. In addition, E-safety posters designed by the children can be found on the laptop, net book and iPad cases/trolleys.

As a result, children are regularly reminded of the importance of being aware of possible dangers and keeping themselves safe. Parents are given a hard copy of

our Acceptable Use policy periodically as well as having access to it on the school website.

Parents are encouraged to either attend E-safety training events or make use of accessible resources provided by the school.

## **7) Resources**

- The school currently has moveable Computing resources in the form of laptops, netbooks and iPads. All these are timetabled so children have the correct amount of time each week.
- Resources stored across classrooms include programmable robots, tape recorders, headphones, microphones, visualisers, data loggers, Beebots, metal detectors and touch tray microscopes.
- Nursery and EYFS classrooms have at least one standalone computer and printer for pupils to access.
- All classrooms have an interactive whiteboard and access to a visualiser.
- Teachers are issued with a school laptop.
- Teachers and TA's also have access to an individual iPad.
- EYFS staff use their iPads to specifically support the recording of ongoing assessments and observations.

## **8) Monitoring & Review**

The Computing subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Computing. The Computing subject leader is also responsible for supporting colleagues in the teaching of Computing and for being informed about current developments in the school. The Computing subject leader gives the governors a report when requested in which she reviews the subject. This policy will be reviewed annually or following significant change in staffing, resources and statutory requirements.

**Reviewed March 2022**

**PC, MB, ME, LM, CK**