ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

COMPUTING POLICY

MISSION STATEMENT

St. Bede, patron of our school, wrote:

"It was always my delight to learn and to teach".

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

"Might have life - life in all its fullness".

John 10:10

RATIONALE

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils, are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.'

(National Curriculum in England, 2014)

CURRICULUM VISION AND INTENTIONS

To enable our pupils to experience, enjoy and learn from new technology, at St. Bede's Catholic Junior School our vision and intentions are:

- To present computing as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning, investigative skills and independent learning;

- That children appreciate the relevance of computing in our society and regard it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;
- That children receive equal opportunity to develop their computational capability, with the use of computing being planned for in line with its status as a core National Curriculum subject;
- We intend that children learn to work individually and collaboratively and that they are aware of the need for safety when using the Internet;
- Our intention is that children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- We intend for children to analyse problems in computational terms, and apply their digital literacy skills in a range of technology-based activities.

IMPLEMENTATION OF COMPUTING:

By the end of Key Stage 2, we plan that pupils will:

- Employ computing across the curriculum to promote and enrich their learning;
- Apply computing skills to develop digital literacy and research skills;
- Employ computing to explore and solve relevant problems;
- Use computers and other technologies responsibly;
- 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.

The main focuses of our curriculum involve planning for:

- Computer Science (CS);
- Information Technology (IT);
- Digital Literacy (DL).

The school utilises a fantastic resource to implement our teaching and learning intentions from MGL's online scheme of work. To implement our work in E Safety, we have adopted the E Aware Safety scheme. These resources are shared on the Teacher Share in Year Group Planning Folders.

In Computing and Information and Communication Technology, as with all subjects, we implement teaching and learning using a variety of whole class, individual and group work, direct teaching, pupil investigation and skills practice. Staff confidence and expertise in the understanding and implementation of the curriculum has been developed by employing a specialist teacher from MGL World (a Liverpool-based computing educational specialist company). Staff consult regularly with the specialist teacher to develop the teaching and learning intentions along with the most effective implementation methods for each term,

alongside the Computing Subject Leader. Termly assessments of pupils taught are made and progression monitored.

Teachers identify links with other areas of the curriculum wherever possible so that previously gained skills can be reinforced and applied in new contexts, as well as supporting learning in other areas. ICT times are listed on the termly planning document.

There is a PC in each classroom and each teacher has a laptop. All of these machines are linked to the school network. There are 30 pupil laptops to support learning in both UKS2 and LKS2; these all have Microsoft office software installed. We also have 80 iPads to further enhance learning opportunities and implementation of the curriculum objectives in a variety of different settings. The iPads are organised into an UKS2 set, a LKS2 set and a spare set for interventions or for an additional class to use.

ORGANISATION AND PLANNING

Teachers use MGL's online scheme of work and support resources to plan their Computing and ICT activities in-line with the long-term plan which maps progression of skills alongside a Progression Document. All of these resources have been downloaded and saved into a Planning Folder on the Teacher Share drive. Medium term plans for each term detail what will be taught each week and teachers are free to annotate the scheme where necessary to support the delivery of each session. If cross-curricular work is planned, this is indicated on teachers' weekly plans as appropriate.

Visible Learning in school emphasises the importance of making learning explicit and measurable in every curriculum subject. By focusing on evidence-based teaching strategies, Visible Learning encourages staff to highlight learning intentions, set clear success criteria, and regularly assess student progress. This approach helps pupils become more aware of their own learning journey, fosters a deeper understanding of the content, and empowers them to take ownership of their learning. Through Visible Learning in computing both teachers and students can track growth and identify areas for improvement, ultimately enhancing outcomes in the subject.

TIME ALLOCATION

Children are timetabled to receive an hour per week for the teaching of Information and Communication Technology and/or Computing skills. In addition to this, children will regularly practise skills through cross-curricular opportunities using the iPads and laptops.

SCHOOL WEBSITE

As a school, we value the importance of children being able to learn outside of school and remotely due to the impact of COVID-19 since March 2020. Our school website provides links to:

- Guidance and support on E-safety (E Safety tab);
- Access to online tools such as Doodle Maths or IDL (SEND
- Information for parents and carers;
- Celebrations of recent school events;
- The current school newsletter;

- Collaborative projects between schools – locally, nationally and internationally;
- Homework
- Statutory documentation.

We are also proactive in managing a Twitter account and Facebook Page which showcase achievements and events.

MONITORING AND EVALUATION

Monitoring, by the Subject Leader, includes: the sampling of work, observation of lessons, feedback from children, staff and ICT Consultants. Staff are supported by the ICT Subject Leader as necessary. Regular discussion with the specialist computing teacher also highlights opportunities for further development and training.

Future targets are then set to ensure that the quality of teaching and learning is continually improved. In ICT, the curriculum is likely to change frequently because of rapid developments in technology. The ICT Subject Leader keeps staff up to date with relevant technological opportunities.

IMPACT

We intend that the impact of the teaching and learning of ICT and Computing at St. Bede's Catholic Junior School ensures children make progress and attain in-line with or better than national expectations. We strive to ensure that children are given opportunities to achieve the greater depth standard whilst appropriately supporting those pupils working towards the expected standard.

We also hope that the impact of engaging, challenging, relevant and stimulating Computing experiences will develop a life-long love of technology and the immense possibilities it will hold in the future of our pupils' lives.

"The Web as I envisaged it, we have not seen it yet.
The future is still so much bigger than the past."

Tim Berners-Lee, Inventor of the World Wide Web.

CONTINUITY AND PROGRESSION

To promote continuity and progression in our children's ICT skills and understanding, our staff:

- Liaise with our Infant School;
- Have access to long term planning with a skills progression document mapped out.
- Have regular contact with a specialist Computing teacher to offer support and advice.

ASSESSMENT

Children are able to self-assess against criteria from each unit taught. This is a progressive system that builds on previous units. There are also 'mini-assessments' planned into each individual lesson.

Pupils' pieces of work are saved in a variety of locations such as their individual folders on the network or saved through SeeSaw. The Subject Leader has access, through the network, to the work of all the children in the school and is able to monitor progress effectively. They can also access the SeeSaw portfolios of all children by scanning the class QR code, which is available in all classrooms.

Reporting to parents / carers about a child's progress in ICT and Computing capability is achieved through the annual report to parents/carers in the summer term. At the Child, Parent/Carer and Teacher Meetings, progress is discussed. Every 16th day the child's work is shared with parents/carers through Sharing Learning books, some of which may include examples of relevant computing work.

HEALTH AND SAFETY ISSUES

All computer equipment undergoes an annual safety check by law. Any equipment that fails this check is withdrawn from use until repaired. Trailing leads and cables are dangerous and are fixed. Where equipment is no longer of any value in school, consideration is given to whether it can be donated to a charitable organisation to be reused. If it cannot be reused, equipment is disposed of appropriately by MGL and removed from the school's asset register.

Children are taught the correct way to turn on, use and turn off the computers and software they have access to. They are also taught how to handle relevant equipment safely and securely. All iPads are secured within cases to prevent damage to the iPads or harm to individuals.

INCLUSION

Pupils with additional needs or behavioural issues may be given greater access to computers and software packages to motivate, support or extend learning where necessary. Children's SEN do not hinder their access to Computing lessons and, through adaptation, are able to access the full curriculum.

EQUAL OPPORTUNITIES

Computer use is carefully managed so that all pupils are given equal access and opportunities - irrespective of race, gender, disability and age. We ensure quality of access and quality of experience for all pupils.

EXTRA-CURRICULAR ACTIVITIES

There is an ICT Club for Year 3 pupils on a Tuesday from 3.15 – 4.15 p.m; children are able to use Doodle Maths and online resources most lunchtimes to support their learning in groups. There is also a digital leaders club in the Autumn term which cascaded information and learning support to the other classes and children. Some of the digital leaders also run their own Pixel Art Club in the Spring term to teach the Y5 children an element of computing they would not have come across yet in their learning.

REVIEW

The Computing Policy is a working document. It will be reviewed by the ICT Subject Leader in the light of training, advances in technology, and changes in legislation or at the request of a member of the school community. Any amendments will be agreed by the Staff and Governing Body.