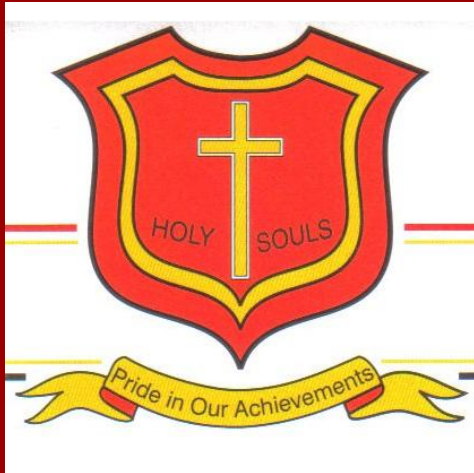


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Computing Policy

Date Agreed by Governors: 10th July 2025

Governor Review Date: Summer 2028



Policy Statement for Computing

This policy is a statement of intent and strategies for implementing the teaching and learning of Computing at Holy Souls.

It was revised during the Spring Term of 2021 through a process of consultation with staff and Governors.

Mission Statement

"To love one another as I have loved you" is at the heart of our Mission Statement. Holy Souls is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

Through our Mission Statement we encourage pride in achievements and by encouraging the use of Computing in class we are encouraging pupils to be proud of new skills, efforts and achievements. Our Computing policy is used to help pupils develop their God given talents and with support from staff, to achieve their full potential.

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, DfE, 2013 (Revised 2015).

Computing forms an ever-increasing part of our children's lives and therefore, should form an increasingly central part of the curriculum. In this technological age, Computing can significantly contribute to the provision of a broad and balanced curriculum, which shapes resilient, independent life-long learners. We regard Computing as an on-going priority for school development as well as a tool for raising standards in Literacy, Numeracy and across all areas of learning and development. Pupils use these tools to communicate and handle

information, and present it in a variety of ways. They learn to control a variety of electronic devices and develop an understanding of their use in everyday life.

Intent

To ensure that all children:

- Enjoy using Computing with confidence, ambition and a sense of achievement.
- Develop practical skills in the use of Computing and the ability to apply these skills in their study of National Curriculum subjects, especially English, Maths and Science.
- Understand the capabilities and limitations of Computing and the implications and consequences of its use, and to be responsible for these.
- Provide all pupils with the opportunities to use and express themselves through digital technologies.
- To use computational thinking and creativity to understand the world.
- To know how digital systems work and to put this knowledge to work.
- To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To be responsible, competent, confident and creative users of information and communication technology that promotes effective communication and language skills.
- To understand online safety rules and to know how to report and block inappropriate content.

Curriculum

Through the use of the inclusive and ambitious Teach Computing scheme from the National Centre of Computing Education, children will be given opportunities to:

- Acquire and refine skills when handling a range of media, such as images, video, audio and text.
- Practice mathematical skills when collecting and sorting data, drawing and interpreting graphs.
- Process, organise, store and retrieve information.
- Develop language skills in communicating and presenting their ideas.
- Read, select and extract information from a range of sources
- To develop the skill of collecting first-hand data and analysing it, making and testing predictions.

Children will revisit themes along their learning journey, providing the opportunity for them to consolidate and build on prior learning within the given theme. This in turn increases the amount of knowledge retained and ensures that connections are made across units in different years.

Resources

Children have daily access to laptops, interactive white boards and iPads. Through the curriculum, children will also have access to a range of other computing resources, such as data loggers, sensors and programming hardware (crumble and micro:bit), programmable robots (BeeBots/BlueBots).

All classes have access to software and apps that support relevant areas of the curriculum, e.g. Microsoft Office, ScratchJr/Scratch, Book Creator, iMovie, Audacity. There is a general Computing store based in Bright Sparks for general software and hardware.

Planning

The Teach Computing scheme (NCCE) is in place throughout KS1 and KS2. Key objectives are in place that ensures progression and continuity throughout the school. In both Key Stages, computing skills are taught throughout the curriculum, with direct knowledge and skills being taught discretely in standalone computing lessons that are delivered using the Teach Computing scheme.

Early Years Foundation Stage

In the Early Years Foundation Stage, children will begin to understand Computing and will have access to computers, iPads, programmable toys, telephones, talking tins etc. Where appropriate, Computing should be used to support their learning across all areas. It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world; such as role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

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.

Implementation

Computing is taught as an individual lesson as well as alongside other areas of the curriculum wherever meaningful links can be made. In both Key Stages, examples of computing work are kept on the shared pupil drive to create a digital portfolio, in individual computing folders and class 'floor books'. Teachers can use their professional judgement to decide how best to record the children's learning.

Our Computing curriculum follows the Teach Computing scheme of work (NCCE).

We have in place:-

- Computing Curriculum Map and Progressions of skills. This outlines knowledge, skills and vocabulary that all children must master. Success criteria are provided to enable children and staff to assess work effectively.
- Planning for teachers, including a series of lessons which carefully plans for progression and depth.
- Digital learning folders on the school server, individual folders for each child and class floor books will be provided for learning to be recorded.
- Information is shared with the school community through the school website, Facebook, and Tapestry.
- In the Early Years children have a broad, play based experience of ICT in a range of contexts. Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.

Inclusion & Equal Opportunities

All pupils have access to all areas of the Computing curriculum. Pupils with Special Educational Needs and Disabilities (SEND) may receive extra support in the classroom from the class teacher or teaching and learning assistant. All children are given equal opportunities and entitlement to access Computing. Software is available to meet the needs of less able children. The curriculum is designed to be inclusive and ambitious.

Assessment

Children's assessment will be judged through observations, questioning, their use of Computing skills, the work they produce, self-assessment throughout the units of work using the 'I can' statements provided and summative assessment at the end of each unit. Each child's progress is identified and this information is used to feed into any future planning. Wherever possible, children are involved in self-assessment.

Impact

Our computing curriculum has been structured to demonstrate a progression of skills and ensures that children can build on their understanding, as each new concept and skill is taught with opportunities for children to revisit skills and knowledge as they progress through school.

- Most children will reach the end of year expectations in terms of attainment and progress.
- Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.
- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.
- Children are able to recognise the dangers that exist from the use of technology and understand how to access online systems safely.

Role of the Subject Leader

The role of the subject leader is to take the lead in policy development and the implementation of schemes of work designed to ensure progression and continuity in Computing throughout the school.

In addition the subject leader will:

- Prepare an annual review of Computing and in consultation with staff prepare a development plan for the next year, which feeds into the School Development Plan.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in Computing and advise the Head teacher about the action needed.

- Take responsibility for the purchase and organisation of resources for Computing.
- Keep up-to-date with developments in Computing education and disseminate information to colleagues as appropriate.

Health and Safety

In Computing care needs to be taken when:

- Setting up and moving equipment.
- Establishing appropriate working conditions.
- General electrical safety.
- Making sure that there is responsible internet usage by staff and pupils.

Training

Training needs should be discussed with the Head teacher. The subject leader will support a range of strategies including one to one skills' development, in-house workshops and recommendation of appropriate courses. Dissemination of knowledge will continue to be on a need-to-know basis during a period of familiarisation with hardware and software. Feedback from any training courses will take place as soon as possible after the course.

Internet & E-Safety

The Internet is available on all computers and iPads in EYFS, KS1 and KS2. Educational benefits and problems are acknowledged. School support and guidance is given to manage learning.

Children will be taught to make safe choices and become responsible learners. Each child and his/her parental guardian will be asked to complete a consent form regarding the use of the Internet. A firewall is in place to provide a safer environment and ongoing e-safety permeates throughout school life. (Further information about E-Safety is outlined in our E-Safety policy.)

Equipment Replacement and Repair

The school maintains a continuous programme of replacement, upgrading and acquisition of new equipment. Decisions to upgrade or replace equipment are made by the Head teacher and Computing subject leader in conjunction with other members of staff and Governors. The age of the machine, ongoing maintenance costs and the level of financial support are taken into consideration. Repairs are provided by Computerserve.

Community Access

The school's Computing resources are available for use by the school community. The school's website is also available for the use of the staff, pupils, governors and the wider community.

