Computing Policy
December 2022

Purpose

This policy reflects St Joseph's Catholic school values and philosophy in relation to the teaching and learning of Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning,
teaching and assessment. The policy should be used in conjunction with the scheme of work for Computing which sets out in detail what pupils in different classes and year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas. This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

Introducing Computing Policy Statement

At St Joseph's Catholic we believe that Computing should not be limited to specific Computing lessons but should reflect the embedded nature of technology in children's lives. Information Technology is used as a medium for social interaction within school, between home and the wider community.

Communication devices such as computers and iPads are valuable tools, which may be used to further enhance the curriculum already in place within the school. We believe that the can be used to stimulate children's thirst for learning. All technologies, inclusive of computers, iPads and other digital technologies are good motivators which can heighten pupil's interest and enjoyment, especially in those subjects children find difficult. The Computing curriculum in school aims to develop the children's knowledge, skills, and understanding. The children and adults will be given opportunities to develop a wide range of skills in Computing.

Aims and Objectives

- To develop the pupils confidence and skills in the use of Computing hardware and software.
- To continue developing skills, knowledge and confidence of all adults.
- To give children skills to use Information Communication Technology purposefully, creatively and effectively.
- To provide children with the knowledge of different applications of all areas of Computing. This includes, word-processing, data handling, simulations, control, data logging devices and internet technologies (including E – Safety across the curriculum)
- To develop children's understanding of the effects and limitations of digital technologies and to make decisions about suitability for a particular task.
- To use digital technologies to enhance, support and extend the children's learning in all areas of the curriculum.
- To create, store, organise, manipulate and present data.
- To give opportunities to explore, present and share their own ideas and findings, using a wide range of technologies.
- To know how various elements of Computing can affect the nature of their work.
- To use Computing resources to their full extent.

- Computing resources (hardware and software) are kept up to date as technologies evolve.
- That staff skills and knowledge are kept up to date.
- To have a clear understanding of how to programme digital devices and know how they work.

Curriculum Development & Organisation
The National Curriculum for Computing will be used by each teacher and they will make adaptations to ensure the planning is progressive in developing pupil capabilities. This is an ongoing working document which identifies progression, additional resource requirements and to indicate optional activities and that each ability group is catered for. Each class has a dedicated Computing session to enable development of key skills. Our teaching of Computing and ICT is integrated to ensure that ICT is linked to subjects and takes on board the statutory requirements of other curriculum subjects. Netbooks and iPads are also available to each class to support learning and engagement and other forms of digital technology are available to use within school hours. Interactive White Boards, Interactive Televisions or an Interactive Projector, are located in all classrooms and teaching areas. These are used as a teaching resource across the curriculum.

Teaching & Learning
Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

- A wide range of styles are employed to ensure all children are sufficiently challenged
- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support permit different outcomes
- Not all Computing needs to be done on a computer.

The Computing Co-ordinator and SLT will provide basic plans to ensure that skills are being taught correctly and that the computing curriculum is covered regularly over the year. These can be added to in order to create an engaging and curriculum

Equal Opportunities
It is our policy to ensure all children follow the National Curriculum for Computing, the SLT and staff will provide curriculum materials and software which are in no way economic, gender, disability or racially prejudiced or biased.

Inclusion
We recognise Computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and/or children with English as an additional language. ICT can cater for the variety of learning styles which a class of children may possess.
Using ICT we can:

- increase access to the curriculum;
- raise levels of motivation and self-esteem;
- improve the accuracy and presentation of work;
- address individual needs through the use of adaptive or augmentative technologies.

If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles & Responsibilities
Senior Management
The overall responsibility for the use of ICT rests with the SLT.
The Head Teacher, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that ICT is used in a way to achieve the aims and objectives of the school;
- ensures that there is a Computing policy, and an identified Computing Co-ordinator.

Computing Co-ordinator
There is a designated Computing Co-ordinator to oversee the planning and delivery of Computing within the school. The Computing co-ordinator will be responsible for:

- Co-ordinating staff through raising standards in Computing;
- facilitating the use of digital technology across the curriculum in collaboration with all subject coordinators;
- providing or organising training to keep staff skills and knowledge up to date;
- advising colleagues about effective teaching strategies, managing equipment and purchasing;
- resourcing;
- monitoring the delivery of the Computing curriculum and reporting to the Head on the current status of the subject.

Curriculum Co-ordinator
There is a clear distinction between teaching and learning of Computing and teaching and learning with digital technology. Subject co-ordinators should identify where digital technology should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their taught time and may apply those skills within the context of another curriculum subject. Subject co-ordinators work in partnership with the Computing co-ordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of digital technology within curriculum subjects.

The Classroom Teacher
A scheme of work has been provided to each year group to ensure that all concepts are taught. It remains the responsibility of each teacher to differentiate plans, annotate and teach appropriate Computing activities and assist the co-ordinator in the monitoring and recording of pupil progress in Computing. This involves saving, assessing and showcasing work.

Health and Safety
Also see our Health Safety Policy
At St Joseph's Catholic Primary all Computing equipment is used in compliance with Health & Safety requirements. All electrical equipment is checked, any concerns are passed onto the school's health and safety representative. Children and staff will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computer Rules are also on display within classrooms and on the computer login screens.

Internet Safety
Also see our e-Safety Policy
Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An E-Safeguarding Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed on each computer with Internet access. Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. E-Safety is overtly taught as part of the Computing curriculum and parents are encouraged to engage in e-safety events organised by the school.

Management Information Systems (SIMs)
Also see our Data Protection Policy
ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided. The school has taken appropriate measures to ensure data is secured in line with the Data Protection Act.

Assessment
Computing is assessed formatively. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the National Curriculum. These are conducted informally by the class teacher and are recorded using documentation provided. These are used to inform future planning and differentiation.

Monitoring
Monitoring Computing will enable the Computing co-ordinator to gain an overview of Computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. In monitoring of the quality of Computing teaching and learning the Computing co-ordinator will:

- scrutinise amendment of plans to ensure full coverage of the Computing curriculum requirements;
- analyse children's work;
- observe Computing teaching and learning in the classroom;
- hold discussions with teachers and children;

There is an annual review of this policy by the Computing co-ordinator.

Home School Links
All children are provided with individual login details for the school website which enables access to additional areas. Children are given the option to complete some homework tasks, when appropriate, using digital technology out of school. Teachers are sensitive to the fact that children may not have access to digital technology, so where appropriate opportunities are provided for pupils to complete tasks in school time.

Resources
Effective and Efficient Deployment of Resources
Computing resources are deployed throughout the school to maximise access, to enhance teaching and learning and to raise attainment. In addition to regular and whole class teaching of Computing the school has an ICT suite which all classes in Foundation Stage, Key Stages 1 & 2 use to develop their ICT skills. iPads and other digital technologies are used on a daily basis across school.

Software
All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the licence agreement. We do not allow personal software, including social networking apps or games to be loaded onto school computers. For further information please refer to the school's Data Protection Policy.