ST CHARLES' CATHOLIC PRIMARY SCHOOL

COMPUTING POLICY

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AGREED: JUNE 2017	NEXT REVIEW: JUNE 2020

Our Mission at St Charles' Catholic Primary School is to…
LOVE, LEARN, GROW TOGETHER

St Charles' Catholic Primary School
Computing Policy

Vision Statement

Computing is very important at St. Charles' Catholic Primary School.
We have our Vision for both children and staff:

- To explore the impact of new technologies and embed IT into on-going whole school development.
- To enrich current and future IT experiences for all users through a creative curriculum
- To allow all users to discover IT and to enable them to learn in ways best suited to their individual needs.
- For children and staff to be confident, independent and knowledgeable about computing within the curriculum.
- To make the users experience as safe as possible by safeguarding them from inappropriate materials by raising awareness and monitoring.

Computing Lessons

Every lesson involving computing will include:

- Learning Objective
- A progression of activities
- Steps to success
- Challenge – appropriate for each ability group
- Pace – the pace of learning
- Key questions and resources (including planning for additional adults)

Planning

Key Computing planning, teaching, learning and assessment resources

- The National Curriculum
- Purple Mash Schemes of Work
- Discovery Education Schemes of Work
- Twinkl
- BarefootCAS
- http://www.knowsleyclcs.org.uk/computing-scheme-of-works/
- http://www.ilearn2.co.uk/
- https://code.org/learn

- http://csunplugged.org/ (co-ordinator also has a hard copy)

Expectations for the Curriculum

CS = Computer Science IT = Information Technology DL = Digital Literacy

	KS1	KS2
CS	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	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 Appreciate how [search] results are selected and ranked
IT	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use search technologies effectively 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
DL	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	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Evidence of work

Work should be evidenced through the computing section of the school website. Cross-curricular work will be evident in displays and books across the curriculum.

Monitoring Exercises:

Monitoring exercises will be undertaken across the year and could include observations, learning walks, pupil interviews and moderation meetings.

Work Scrutinies

When work is monitored a main focus for scrutiny will be chosen, e.g. pitch of work, more-able etc. and other key areas will be assessed including:

- Links to progression
- Work is matched to the National Curriculum objectives
- Differentiation and challenge
- Progress and evidence of learning over time and gains in knowledge skills and understanding
- Teaching approaches used

All teachers will be given feedback on, areas of strength and areas for improvement – this will usually be verbally.

Observations and Learning Walks

When observations or learning walks are undertaken a main focus will be chosen, e.g. pace of learning, more-able etc and other key areas will be assessed which will include:

- Computer Science
- Digital Literacy
- Information Technology

Pupil Voice

A selection of pupils will be interviewed about their computational understanding and work they have undertaken across the year. Pupils should be given time before each interview to look through their computing books and reflect on good pieces of work, and where they feel further support is needed.