St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust

Mission Statement

Loving and learning together, with Jesus

Computing Policy

Policy Ref No	CUR025
Date of Policy	March 2025
Review Date	March 2027

St Peter's Intent Statement

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, lifelong learners.

Purpose

In Computing we develop the children's Knowledge and Skills in line with the school's vision for Knowledge and Skills based curriculum.

We inspire Creativity by encouraging the children to express themselves and develop ideas using range of software, enabling them creating their own Digital Content which is linked to both computing and other curriculum areas.

We encourage Discovery through learning how digital systems work, and how to put this knowledge to use, applying the fundamental principles and concepts of Computer Science.

We foster a Curiosity through embracing and utilising a variety of new technology, in our rapidly changing world.

We develop Independence by modelling and supporting safe and effective participation in the Digital World. Pupils are taught how to find, explore, analyse, exchange & present information.

We instil Resilience by using Computational Thinking to solve challenging problems, which are then consolidated and expanded upon.

As a result the children Respect and Value the importance of becoming users of technology in the modern world and how this impacts our daily lives ensuring that they are Lifelong learners.

Teaching and Learning

Implementation

Long term and medium term plans are stored in the Staff Drive on the School Network alongside knowledge organisers. Detailed lesson plans can be accessed on Purple Mash and can be adapted by teachers where necessary. There are six units of work to be covered by each year group. This is set out in our Year Group and Whole School Computing Overviews. Plans should specify the skills/techniques being taught and a brief outline of the activity. Each unit of work should include the opportunity to teach and develop a basic skill.

Key Stage One

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

National Curriculum 2016

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

National Curriculum 2016

Inclusion

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Roles and Responsibilities

The Computing Lead will assess and address staff training needs as part of the action plan or in response to individual needs and requests throughout the year. They will also be responsible for the Computing curriculum budget and work with the Computing Administrator to ensure that hardware and software support teaching and learning. The Computing Lead will monitor and advise staff of changes in policy and curriculum, and monitor progression throughout the Key Stages.

Class teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the Computing Lead of any training requirements. They should ensure that the objectives as laid out in Development Matters (2021) and the National Curriculum (2016) are met through regular single subject and cross-curricular teaching, in line with the Progression documents and Overviews.

Teaching Assistants will work in conjunction with the classroom teacher to ensure that all children make progress and are accessing the Computing Curriculum.

The Computing administrator is responsible for working with the Computing Lead to ensure that hardware and software supports the teaching and learning of Computing. Moreover, they are responsible for liaising with outside Computing support services to ensure that hardware and software are updated and maintained as required.

Assessment

Assessment of children's progress in Computing is conducted in conjunction with St Peters Assessment Policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback during Computing lessons is used to move the pupil's learning on within lessons and the overall unit of work. Teachers share the learning intentions and success criteria of each lesson so that children can reflect on their performance.

In addition to this, Programmes of Study for each year group, alongside the knowledge organisers are referred to when making overall judgements at the end of the year. This data is added to Target Tracker, termly. The Computing Lead analyses the data and trends or any significant points of interest are shared with staff and actions are taken.

This policy links to the Assessment Policy.

Monitoring and Evaluation of this policy

The Local Governing Committee are responsible for monitoring the effectiveness of this policy by in-school monitoring such as learning walks. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.