

Computing Policy

"Teach a child to choose the right path and when they are older, they will remain upon it."

Proverbs 22:6

School Vision

At St Thomas' CE Primary School, we are taught to choose the right path. We build strong foundations that empower us to make the right choices and become valuable citizens, within our community and the wider world.

We model positive behaviours and set high expectations, through the teaching of Christian and British values, ensuring we are equipped with the skills and knowledge to build a positive future.

Ensuring that all pupils at St Thomas'
Learn, Enjoy, Achieve.

Intent

At St Thomas' we believe that the children have the right to a rich and deep learning experience in all aspects of computing. With technology playing such a significant role across society, we believe that 'computational thinking' is a skill that should be taught if they are to be able to participate effectively and safely in the digital world.

We want our pupils to be prepared to operate in the 21st century workplace understanding the career opportunities in computing that will be open to them in the future.
We believe that computing should develop creativity, resilience, problem solving and critical thinking skills in our children as they progress through school.

Computing is a subject that not only stands alone but is interwoven into all other subjects we teach at St. Thomas'. At the heart of this is online safety, ensuring that children are safe and learn how to be safe when online.

At St. Thomas' we are a leading provider of computing teaching with a focus on the use of iPads. We pride ourselves on being a RTC school for Apple providing training for teachers on the use of iPads in the classroom.

Implementation

The Computing Curriculum is delivered according to our long-term plan, which was created in response to the statutory requirements of the National Curriculum 2014.

At St Thomas' we teach Computing for one hour a week discreetly.

- Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. The units taught are: Using the internet Safely, Communicating, Algorithms and Programs, Technology in Our Lives, Presentation.
- Children have access to resources which aid in the acquisition of skills and knowledge.

- Children will have access to the hardware (laptops, iPads, and programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.
- We have a scheme, Teach Computing, tailored to our children whilst meeting the needs of the National Curriculum.
- Wider Curriculum links and opportunities for the safe use of digital systems are considered in wider curriculum planning.
- The importance of online safety is shown through displays within the learning environment and shared with parents on the school website. Weekly online safety tips are given on the school newsletter.
- Parents are informed when issues relating to online safety arise and further information/support is provided if required.
- As well as opportunities underpinned within the scheme of work, children will also spend time further exploring the key issues associated with online safety e.g. online safety week.
- Computing vocabulary is part of our text rich environment and reflects the key aspects the children are focussing on in their learning. Teachers will model and demonstrate the use of vocabulary within lessons.
- Teachers will monitor progress through the lessons and differentiate appropriate levels of support and /or differentiated resources.
- At St Thomas' we have an Apple Distinguished Educator who is carefully timetabled to support teachers and children across school. This will involve team teaching to develop the skills of teachers and enhance the learning of our children. The ADE will also train teachers/professionals from other schools on the effective use of technology. The ADE also takes an active role in running technology-based clubs.
- Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.

As a school we have created our own pedagogical approach to delivering each subject. This can best be described as follows:

Link it – Learn it – Check it- Show it – Know it - incorporating the 'I do', 'We do', 'You do' sequence within it.

For each stage there are important aspects which has been developed from our deeper understanding of cognitive load theory.

Link it- This is the stage where we work at igniting children's awareness of the topic being studied. In some subjects this works through the use of echo or choral reading of information they are about to learn as part of the topic.

Learn it – This is the stage where the teacher provides new knowledge and is part of the 'I do' sequence in our day-to-day lessons. At this stage we limit the number of questions we are asking children and focus on the teacher's exposition.

Check it – This is an opportunity for the teacher to ensure that there is full understanding happening. This is strongly associated with the 'we do' sequence in the lesson. Questions are encouraged at this stage.

Show it – This is an opportunity for children to demonstrate what they know. In some cases, this can be done orally but, in most cases, it is shown in children's books. This links with the 'you do' sequence in the lesson.

Know it – This is where we get children to retrieve information they have learned. This is normally done at the end of the learning so that children can demonstrate that they have remembered key knowledge for the long-term.

Impact Cross Curricular

Teachers seek to take advantages of opportunities to make cross curricular links. They plan for pupils to practise and apply skills, knowledge and understanding acquired Computing lessons to other areas of the curriculum.

SEND, Pupil Premium and Greater Depth

All children at St Thomas' will receive 'Quality First Teaching.' Any child with SEND or Pupil Premium funding may have work additional to or differentiated in order to better support them in accessing the curriculum dependent on their needs.
Our school offers a creative and varied curriculum providing children with a variety of opportunities in order to reach their full potential. Our aim for each child to make excellent progress from their individual starting point. To extend our greater depth children we provide them with additional opportunities to practice computing including KS1 and KS2 Lego club and other technology driven clubs run by the ADE i.e sphero club.

Assessment

All Computing learning is assessed in line with the school assessment policy. Teachers will assess children's work in Computing against the objectives for the year group. Next steps will be identified, and the judgements will be recorded on staff shared.

The computing leaders will collect data and monitor the impact of teaching and learning within computing and use this to inform the subject action plan next steps.

At the end of Key Stage 1 and 2 children will be expected to meet the National Curriculum objectives. At St Thomas' a large majority of children leave the primary phase working at greater depth and are well equipped for the next phase of their education.

Classroom Environment

In all classrooms, the celebration of Computing should be clearly evident. This should be up to date with the latest focus, complete with examples of children's learning accessible through QR codes. Displays should have a balance of informative, celebratory and interactive elements. Opportunities should be taken to develop children's computing vocabulary- the classroom environment should be computing vocabulary rich so that can be utilised by the children. The use of technology will be apparent in teaching and learning in every classroom through the use of i-Pads, laptops and chrome books.

Home/School Links

At St Thomas', we believe that parental support is vital to aid the progress of the children. We aim to involve our parents in Computing as much as possible through:

- Parents evenings
- Parent workshops
- A clear overview of Computing within the class matrix
- Exhibitions and celebration to showcase children's work
- Sharing of assessment data and next steps in learning
- The use of online learning platforms to support learning

Leadership and Management

The subject leader's role is to hold a high level of subject pedagogical content and an understanding of the critical endpoints that come before and after. Analysing and building the appropriate provision in all areas of Computing, whilst cultivating the staff's pedagogical content knowledge to maximise learning across their school.

Subject leaders will support staff in the following areas:

- Disseminating relevant information and providing relevant training for staff (direct or through other professionals)
- Demonstrate a commitment to keeping up to date in current issues and matters whilst developing CDP for themselves and staff members
- Leading by example through modelling quality first lessons and teaching styles
- Having a high-quality knowledge and materials to ensure progression in the subject and to make certain these are explicitly clear for staff to follow and plan from
- Identifying and supporting development needs for staff- including providing induction to associate teachers, Early Career Teachers (ECTs) and new members of staff on subject content
- Monitoring standards, attainment and progress across school including providing feedback to share good practice and develop further to raise standards.

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and the progress and attainment document. Progression across the school is monitored by the subject leader including the implementation, impact and assessment of learning. The subject action plans and advisors identify actions to raise standards.

The subject leader will also provide an annual summary report to the Headteacher and governors. This will evaluate the success and areas for development. A named member of the governors is allocated to Teaching and Learning. The Link governor will meet at least every term to discuss, monitor and evaluate current provision.

Policy title:	**Computing Policy**
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