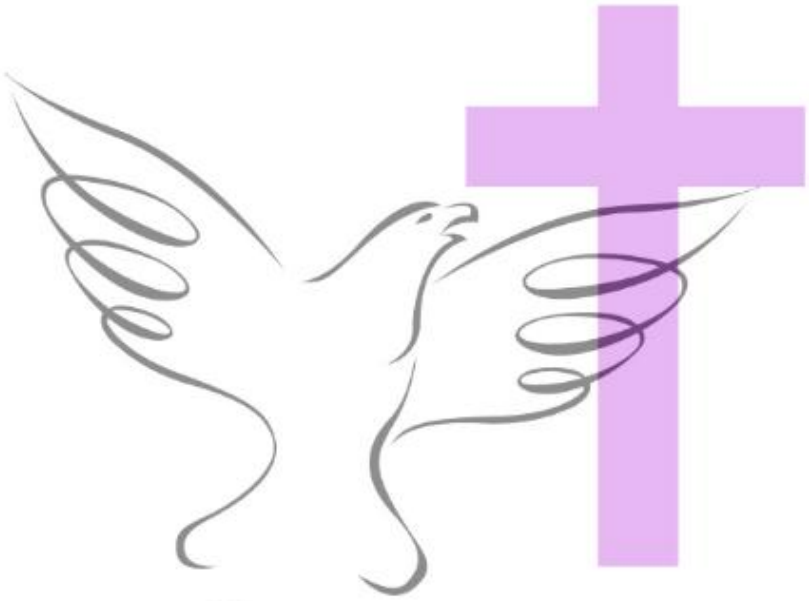
St. John’s Church of England VA Primary School



Computing Policy

Head Teacher	N. Pallister
Chair of Governors	A. Harris
Reviewed	July 2025
Next Review	July 2027

Shining Brightly Together As One Family

Contents:

1. St. John's Christian Vision and Values

We have high aspirations and expectations for all our pupils, aiming to provide a safe and secure environment in which everyone can flourish and grow as God's children. Working together with parents and carers, we are building strong relationships, enabling us to 'Shine Bright Together as One Family.'
This reflects our Christian vision and associated values, where every member of our school community – pupils, parents, staff and governors – has a role to play in ensuring every person thrives. Our vision is based on the words of Jesus written in Matthew chapter 5 verse 16:

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father who is in heaven."

The desire at St. John's is for every person to shine their own light brightly, whether it be through academic ability, sport, music, art or personal interest outside of school. Everyone is important and special: a unique masterpiece in the eyes of God.
We also feel it is important that we are never truly alone. At St. John's, we stand together with each other, supporting and helping, celebrating and comforting. We are one school, church and community family, doing life together.
The four key Christian values which are particularly important in the life of our school:

- Forgiveness
- Friendship
- Respect
- Perseverance

2. Statement of Intent

2.1

At St John's we believe that every child should have the right to a curriculum that champions excellence supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day to day life of our school. We recognise that todays children are growing up in a digital world. Technology is everywhere and will play a pivotal part in our pupil's lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. In our ever changing world, we intend to equip our children with the necessary skills to use technology safely and efficiently. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skillful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible.

2.2

Our objectives in the teaching of computing are:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.

- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

2.3

Online safety has a high profile at our school for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant and up to date online safety curriculum (through Computing and PSHE)
- Participation in Safer Internet Day
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Up to date online safety advice is shared with parents.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

3 Teaching and learning

3.1 The school uses a variety of teaching and learning styles in computing lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We aim to equip children with the technological skill to become independent learners, therefore, the teaching style that we adopt is as active and practical as possible.

3.2 We recognise that all classes have children with a wide range of abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

4 Curriculum

4.1 The school uses the national programmes of study for Computing as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school, aswell as following online schemes, such as Purple Mash.

4.2 We follow the Purple Mash scheme of work and unit planning. The units have been organised in to long-term, medium-term and short-term. The long-term plan map shows what the children will

study in each term during each key stage. Our long-term Computing plan shows how teaching units are distributed across the year groups, and how these fit together to ensure a progression of skills.

4.3 The medium-term plans give details of each unit of work for each term. They identify the key learning objectives for each unit of work, and stipulate the curriculum time that we devote to it.

4.4 The class teacher follows the Purple Mash short-term plans which highlight the Computing component of each lesson. These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans and often discusses them on an informal basis with the Computing subject leader.

4.5 The Purple Mash scheme of work has been planned to build on prior learning. While it offers opportunities for children of all abilities to develop their skills and knowledge in each unit, progression has been planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4.6 Computing lessons will also cover digital literacy and ensure learners can safely access the wider web and understand the impact the behaviour of themselves or others has online. This will be done by regular online safety lessons within Computing and PSHE, as well as a school wide approach for 'Safer Internet Day'.

5 The Early Years Foundation Stage

5.1 In Early Years, we teach computing informally by providing children with opportunity to use and explore different technology in order to gain confidence and prepare them for more computational thinking in Year 1. Despite no longer having an early learning goal for technology, we believe it is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts. Computing is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources as well as opportunities to use the interactive whiteboard and Ipads.

6 Contribution of Computing to teaching in other curriculum areas

6.1 <u>English</u>

Computing is a major contributor to the teaching of English. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communicating with people via e-mail. They also learn how to improve the presentation of their work by using desktop publishing software. There is, in addition, a variety of software which targets specific reading, grammar and spelling skills. Furthermore, children use technology to track and assess their own reading and spelling through the 'Accelerated Reader programme' and 'Lexia Programme'.

6.2 <u>Mathematics</u>

Children use Computing skills in mathematics to collect data, make predictions, analyse results, and present information graphically. Children have access to a range of mathematical apps to consolidate a variety of skills and concepts.

6.3 Personal, social and health education (PSHE)

Computing makes a contribution to the teaching of PSHE in that children learn to work together in a collaborative manner. They also develop a sense of global citizenship by exploring how to navigate the Internet and how to use tools such as e-mail effectively. There is also a great focus on using technology safely, and how to stay safe online. Through discussion of safety and other issues related to online communication, the children develop their own view about the use and misuse of technology.

6.5 Spiritual, moral, social and cultural development

The teaching of Computing offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and provide opportunities to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

7 SEND and Inclusion

7.1 At St John's, we teach computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language.

7.2 Work in Computing may contribute to a child's targets as set out in their individual special educational needs support plan. Teachers will hold regard to these targets and outcomes when delivering Computing lessons. In some instances, the use of technology has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation.

7.3 We enable pupils to have access to the full range of activities involved in learning Computing. We have a range of software which is designed to include all learners. Our hardware can accept a range of input devices catering to pupils with specific difficulties.

7.4 Laptops and iPad's are utilised when delivering various interventions across the whole curriculum, e.g. Lexia, Accelerated Reader, Timestable Rockstars, Numbots, Numberstacks. Apps and resources provide children with interactive learning opportunities to further support their understanding of a topic.

8 Assessment

8.1 We assess the children's work in Computing while observing them working during lessons. Children complete a quiz at the start and end of a unit so teacher's can measure understanding and progress of key skills and vocabulary. At the end of the year, we make a judgement against the National Curriculum levels of attainment, which enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future. The Computing co-ordinator can also check children's work by viewing their individual work folders within Purple Mash.

9 Resources

9.1 Our school has the appropriate hardware-to-pupil ratio and Internet access. We have a class set of laptops for both KS1 and KS2 which are timetabled to ensure every class has the opportunity to use the hardware within their lessons. Each year group has a class iPad and every staff member is provided with a laptop for work purposes. Relevant software is installed on laptops. We also have a paid subscription to 'Purple Mash' which provides an array of resources to ensure all areas of Computing curriculum is delivered effectively across the year groups, aswell as cross curricular resources.

9.2 We employ a technician to keep our equipment in good working order. Using an online system, staff can efficiently report any issues that arise with hardware and software. The technician will also set up new equipment, and install software and peripherals.

9.3 Staff are also provided with a laptop and iPad for work use.

9.4 In order to keep our school computers virus-free, no software from home will be installed on school computers.

10 Monitoring and review

10.1 The coordination and planning of the Computing curriculum are the responsibility of the subject leader who supports colleagues in their teaching, by keeping informed about current developments in Computing and by providing a strategic lead and direction for this subject. Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing co-ordinator. The co-ordinator is expected to keep an up to date action plan and overview of computing across the school. Monitoring will be achieved through:

- Pupil voice
- Teacher voice
- Learning walks / observations
- Work scrutiny

10.2 The quality of teaching and learning in Computing is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

10.3 This policy will be reviewed every three years or sooner if necessary.

Signed:

Date: July 25