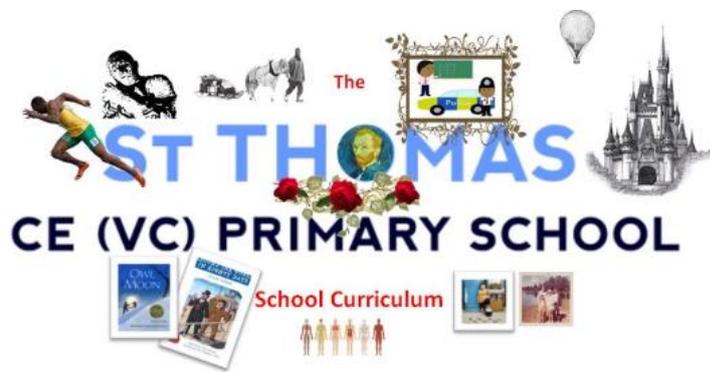


# St Thomas CE (VC) Primary School



## Computing Policy

<b>Policy Reviewed on:</b>	<b>April 2020</b>
<b>Policy approved by Governing Body on:</b>	
<b>Policy to be reviewed on:</b>	<b>April 2022</b>



## Computing

### *Subject Policy*

### Computing at St Thomas VE (VC) Primary School

#### **Intent:**

At St Thomas Primary School, our aim is for every child to become digital learners. We want children to embrace Computing in order for them to reach age related expectations for this subject or make accelerated progress from their starting point. As well as this, we want children to develop healthy digital habits and to practise E-Safety whenever they use computers, tablets, phones or other devices. Our curriculum is designed around the needs of St Thomas pupils and there are various approaches to enable the pupils to make good progress.

*The aims of teaching Computing in our school are to develop pupils who:*

- Learn Computing and ICT in accordance with the National Curriculum
- Understand the principles of ICT and Computing, how digital systems work, and how to put this knowledge to use through programming
- Use Computing to enrich their learning of other subjects
- Become skilled users of computers, tablets and other devices
- Have healthy digital habits and understand the benefits and potential dangers of devices
- Demonstrate understanding of E-Safety in Computing lessons and whenever they use devices
- Are prepared for life in an increasingly digital society
- Learn coding at an age-appropriate level
- Show high levels of achievement and exhibit positive attitudes towards Computing

#### **Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

#### **Implementation:**

Our school follows the National Curriculum for Computing from EYFS into Key Stage 1 and continuing in Key Stage 2. We also follow the St Thomas Computing Skills Progression document. Computing is taught as a formal lesson on every class on a weekly basis. Computing and ICT devices are used in lessons daily in class, with classes using iPads and desktop computers in our two ICT suites or in class. Every class has access to iPads and can book the ICT suites as and when they are required. There are resources in school to support teachers with their planning of Computing. Where an ETA leads a group in an ICT suite or with iPads, a designated teacher will be responsible for the overseeing of the planning, preparation and assessment of that group. Regular assessments are carried out in Computing lessons and by class teachers

carrying out Skills Audits for specific software, such as Microsoft Office. Coding lessons are part of the Computing curriculum in Key Stage One and Key Stage Two.

### **Impact:**

Computing in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children learning and practising the skills outlined in the Computing Skills Progression Document.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Coding tasks set by class teachers using DB Primary and other software and platforms
- Skills Audits carried out by class teachers
- AFL conducted by class teachers during Computing lessons
- Gathering of examples of best practice in Computing across school by the Computing Coordinator

### **Leadership and Management**

The subject coordinator's role is to empower colleagues to teach Computing to a high standard and support staff in the following ways:

- By providing support, advice and encouragement
- Developing staff skills in the increasingly important provision of remote learning for children
- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Knowing the quality of Computing provision across the school and using this to coach and mentor
- Identifying and acting on the development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

### **Monitoring and Evaluation**

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject coordinator, as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards. The Computing Subject Coordinator will also provide an annual summary report to the head teacher, in which they evaluate the strengths and weaknesses in Computing and indicates areas for further improvement. A nominated governor is briefed to oversee the teaching and learning of Computing. The link governor meets, at least termly, with the subject coordinator to review progress.

### **Partnerships with parents**

At the start of the year, parents meet the teacher and to be informed of school priorities and year group overview and how they can support their child in Computing at home, insofar as that is possible (not all St Thomas pupils have access to a device and broadband connection). Parents are kept informed of topics that are being covered in Computing by the class teacher. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is provided on a weekly basis, encouraging the use of Computing but with the awareness that not all children can access Computing in their home setting.