

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

St. James CE Primary School



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Computing Policy



Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

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Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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Curriculum Aims

The aim of our Computing curriculum is to work together in partnership with parents & carers and the wider school community to produce learners who are confident, safe and effective users of a range of technology, giving them the skills and knowledge needed to thrive at school and in the wider world.

We strive to achieve this aim by:

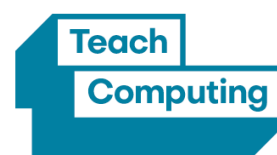
- helping all children to use Computing safely, with purpose and enjoyment;
- helping all children to develop the necessary Computing skills to exploit a variety of modern technology;
- helping all children to become autonomous users of many forms of technology;
- helping all children to evaluate the benefits of Computing and its impact on society;
- meeting the requirements of the National Curriculum as fully as possible and helping all children to achieve individual success;
- using Computing to develop partnerships beyond the school;
- celebrating success in the use of Computing.

Our Computing curriculum is linked to our core curriculum (see our other Curriculum Policies) During each half term, children will develop the knowledge and skills that they need to understand the way in which technology plays a vital role in their everyday lives and how best it can be used to enhance their interactions with each other in a safe and positive manner.

Every year group has a progression map that explicitly details the skills, knowledge and vocabulary to be taught during each half term. They also show content that is new learning, and content that is being revisited to ensure progression across the curriculum.

Planning & Teaching

Computing is taught weekly, and we follow the NCCE curriculum (<https://teachcomputing.org/>). Every unit of work builds toward a final outcome that, where possible, will be linked to the topic that each year group is studying. Where a unit of work does not build to an overall outcome, children are given an assessment quiz that tests their knowledge of the key skills taught.



Every unit of work has planning that is based on the progression map. The plan details the skills and knowledge that the children will learn in each lesson and states which activities should be completed. The lessons are sequenced to ensure that knowledge and skills are progressively developed in order to support children to achieve the final outcome. Online Safety lessons are woven into particular topics so that children are taught about Online Safety in a contextual manner. Online safety is also taught as a discreet subject during Online Safety afternoons at the beginning of each half term.

(See Online Safety Progression maps).

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The learning objective, knowledge, skills and vocabulary should not be changed nor should the order of the lessons, however teachers can use their judgement and may need to change the resources, the way the lessons are taught and the children's activities to suit the needs of their class.

Teaching in Computing should follow the general principles laid out in the school's teaching and learning policy. This includes the need to include retrieval practice at the start of every lesson through hinge questions and the need to ensure 'small steps' are taken in every lesson so that children can make links to previous learning in order to develop their understanding. Teachers are responsible for delivering the Computing curriculum. In the event that a unit of work is delivered by a cover teacher, this should not exceed one unit of work / one half term.

Evidencing Work

A record of the children's learning will be kept for each lesson, either in the form of printed copies, photographic evidence, or a record of where to find any files that may have been saved on our school google drive or with google classroom (in the Computing Evidence folder for that year). Where lessons are taught offline and require paper-based evidence, this should be stored in a Computing Class Folder. Online safety units are provided for every half term and have a cross curricular link to PSHE.

As church school, SMSC in Computing is incorporated within our vision and values that underpin everything that we do. Consequently, we feel that this is shown in ICT and computing through:

Spiritual development:

ICT & computing supports pupils' spiritually by using resources such as the internet, to gather information, developing their knowledge and understanding of their own and other beliefs, promoting tolerance and respect.

Moral development:

Computing in our school supports moral development by encouraging children to consider the effects of social networking and the consequences of cyber bullying, linking to internet safety. Computing also helps children to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is morally fair that some people in this country and in other countries cannot use the internet.

Social development:

As part of the computing curriculum, social development is supported by the completing of group work within lessons as well as practical tasks. Children are encouraged to develop their team working skills through collaborative work and research. Children are also required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying (linking to moral development). Computing can also help all children to express themselves clearly and to communicate.

Cultural development:

This is looked at in regard to the development of technology and how it has impacted on different cultures and backgrounds. Students explore how developments in technology have changed our culture, particularly the rise in social networking sites

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and the ability to communicate instantly across National and International borders. Computing involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in the mother tongue.

Managing Resources

Ensuring regular access:

Computing will be timetabled to ensure equal access to all resources for all classes.

Internet access & safety:

Internet access will be planned to enrich and extend learning activities. Pupils' use of the Internet will be supervised and monitored appropriately to reflect the curriculum requirements. Pupils will be given clear objectives for Internet use. Staff will select sites which will support the learning outcomes planned for pupils' age and maturity. In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will supervise pupils and take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that unsuitable material will never appear on a terminal. If staff or pupils discover unsuitable sites, the URL (address) and content will be reported to the Internet Service Provider via the Computing co-ordinator. For further information, see our safe use of ICT policy and Online Safety policy.

Pupils Expectations:

- all pupils must read the Pupil Guidelines for Safe Internet/Google Classroom document, and sign the 'Pupils' Acceptable Use Agreement' and abide by its terms;
- all pupils must be told to speak to the class teacher immediately if they encounter any material on the internet that makes them feel uncomfortable;
- all pupils must treat resources with care and respect, report any problems immediately to the class teacher;
- all pupils must not use the facilities provided by the school inappropriately.

Parents & Carers

- parents/carers are asked to sign the 'Pupils' Acceptable Use Agreement' and abide by its rules to assist the school in developing responsible users and this will also support children in being safe online.
- Parents and carers are encouraged to take an active role as educators in partnership with the school. To enable parents and carers to support their children's development, we will provide parents with information on how ICT and Computing is taught and suggest how they can help their child at home e.g collins ebooks, Doodle for maths and English.

Monitoring and Evaluation

The subject leader will:

- Observe lessons through learning walks and formal observations
- Carry out pupil interviews
- Review provision of resources
- Support with teaching and learning and CPD

Training for all staff

Training and support should offer to:

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- Use ICT to support their work in the planning, preparation and delivery of teaching and supporting children's learning
- Use the provided CPD from the Rising Stars Scheme of work.
- Develop their skills and knowledge of Computing
- Use ICT (through the use of DB primary and staff emails) to communicate with staff
- Use ICT to assist with administration tasks and the recording of children's attainment
- Check and use the DB Primary calendar daily to ensure a knowledge of the school day and events ahead.
- Ensure utmost care of pupil data is taken in line with GDPR and guidelines set out in the Online safety policy.

Reviewed February 2024

Next review February 2025