St Christopher's C.E. Primary School
COMPUTING POLICY

1. MISSION STATEMENT

At St Christopher's Primary School we embrace current and emerging technologies to facilitate the learning experience of the whole school community.

We aim for our children to be confident, competent and discerning users and creators of digital technology which will prepare them for participation in a rapidly changing world.

2. AIMS

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

By the age of 11 we aim for a child to be able to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology.

3. STATUTORY REQUIREMENTS
In the Foundation Stage (Nursery and Reception)

Whilst there are no Statutory requirements for computing in the Foundation stage children should have the chance to find out about everyday technology through their play as part of understanding the world around them. One of the Early Learning Goals is that children should find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

At Key Stage One (Years 1 and 2)

- 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.

At Key Stage Two (Years 3-6)

- 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.

4. SUBJECT ORGANISATION

At St Christopher's CE Primary School Computing is taught as a distinct subject and as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning.

There are three skill strands that are covered:
- Computer Science
- Digital Literacy
- Information Technology

5. PLANNING

Computing is an integral part of the school's planning documentation and is planned in a variety of ways:

- as a distinct skills lesson
- as part of another curriculum subject
- as a free choice activity

Computing may be taught in the classroom using the interactive whiteboard, Beebot®/ Probot®, Lego, Digital camera, PC, iPads or other device and/or taught

in the computer suite using the PC's, projector and other devices that are part of the network.

Children are able to access the applications necessary through the server. They are also able to make use of the Internet through the same means.

Children's computing experience will include individual, paired, group and whole class work.

6. MARKING/FEEDBACK
Children's work is assessed mainly through observation and discussion. Children are given the opportunity to self and peer assess on a regular basis through the use of blogs, shared spaces and presentation of ideas. At the end of every term KS2 children are given the opportunity to reflect on their learning through learning logs that are saved in the shared drive and commented on by their teacher.

7. ASSESSMENT AND TARGET SETTING
The class teacher and computing teacher will assess children's achievement on a regular basis both formally and informally. The computing co-ordinator and senior staff will monitor planning and implementation of computing as part of the School's rolling programme of monitoring of core subjects.

Pupils with special needs have the same computing entitlement as all other pupils and are offered the same curriculum. Furthermore some children have additional support during computing based lessons and opportunities to use ICT at other times. Some children's special needs may be met through appropriate targeted use of ICT.

8. CROSS-CURRICULAR OPPORTUNITIES
All resources are available for teachers to use outside of computing lessons and teachers are encouraged to use digital resources when relevant across the curriculum.

9. INCLUSION
At St Christopher's Church of England Primary School we aim to provide for all children so that they achieve as highly as they can in computing according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

10. EQUAL OPPORTUNITIES
At St Christopher's Church of England Primary School all children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

11. PARENTAL INVOLVEMENT
Children are encouraged to share their learning with their parents, through discussions about programs used, to work being uploaded onto the school blog for parents to view.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.