



*Holy Rood Catholic
Primary School, Swindon.*



Computing Policy



School Vision

Belong

At Holy Rood Catholic Primary School, we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others. A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

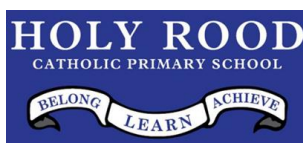
Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world. Children's Mission Statement:

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Computing@HolyRoodPrimary
Belief + Hard Work + Understanding = Success

Intent:

At Holy Rood Primary School, we ensure our school implements strategies to ensure computing is taught consistently throughout the school and that children leave the school equipped to be confident digital citizens in our increasingly technological world.

We value computing as an important part of the National Curriculum. The purpose of computing teaching at Holy Rood Primary School is to inspire children to see potential in technology, to enhance their computational thinking, and to equip them with the skills to use ICT in their day to day lives.

At the heart of our computing teaching is the need to keep children safe when using the internet. We think that online safety is important and this message underpins all our teaching in computing. We follow the principles of the government's framework 'Education for a Connected World' in order to ensure children are secure, confident and protected when online.

We aim for all pupils:

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

Implementation

Structure of the Curriculum

At Holy Rood Primary School, computing is taught on a weekly basis in all year groups from Year 1 to Year 6. During the Early Years, the use of technology is integrated within the wider EYFS provision. Each term, children will undertake a new unit of work, covering content from across the three strands of the computing curriculum: digital literacy, information technology and computer science. Computing is taught through weekly practical application, using our specialist computing suite. In addition, children have further opportunities to apply their skills within the wider curriculum, which can include the use of iPads, audiovisual equipment and other programmable technologies.

Planning

We follow the Purple Mash scheme of work for computing, which supports the effective teaching of computer science by non-specialist teachers. This is a widely recognised and well-respected scheme of work structured around the requirements of the National Curriculum for computing. The computing lead does, on occasion, seek advice and CPD from the specialist advisers at Purple Mash, in order to select and sequence units of work in the most effective way to support children's learning.

Teaching and Learning

Computing lessons take place in the computing suite and all children from Year 2 to Year 6 are equipped with individual accounts for the school network and for Purple Mash. In Year 1, children use a generic year-group log in for the school network in order to match their developmental level in terms of fine motor skills and letter recognition. Computing is taught by HLTAs under the direction of the computing lead. HLTAs set tasks for children to access both as part of an adult-guided lesson and also for independent application. All work is

carried out using the integrated tools within Purple Mash and this enables children to submit work electronically for the HLTA to check.

A typical lesson begins with a recap of prior learning before explicit teaching and modelling of new skills or content. Children then have the opportunity for independent, individual practice before a review of learning at the end of the session. Almost all lessons are practical with children having individual access to the technology they require. In some lessons, children may work in mixed ability pairs in order to provide peer-support and further challenge.

Inclusion

We recognise the importance of inclusion of all pupils in computing. Our school's location lies within an area of significant social deprivation and many of our children experience digital poverty at home. This means that many pupils enter school without the experiences of their peers. For this reason, time is given at the start of the Year 1 curriculum for children to familiarise themselves with basic computer control techniques such as logging on / off, using a mouse, pointing / clicking and 'drag and drop'. This also supports SEND pupils with issues around fine motor development. Additionally, SEND pupils may be supported to learn co-constructively with a partner and tasks may be streamlined or adapted to make them achievable. We recognise that our high levels of EAL may be a barrier to some children so tasks in computing are modelled visually on the interactive whiteboard by the adult leading the session. New vocabulary is taught explicitly and revisited in subsequent lessons to support language acquisition. Adults leading online safety sessions are made aware of areas of sensitivity that may affect pupils who are young carers or who are themselves care-experienced; they can adjust lesson content appropriately to accommodate the needs of these learners.

Online Safety

At Holy Rood, we use Project Evolve, a comprehensive online safety programme from South West Grid for Learning. This scheme was selected on the recommendation of the school's

independent safeguarding auditor. During the course of each year, children work through all 8 of the aspects of online safety identified through the 'Education for a Connected World' framework:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership

Children undertake an initial baseline assessment in order to identify their current level of understanding and ongoing learning needs. From the outcome of the baseline, necessary lessons and activities are selected from the Project Evolve resources and woven throughout the computing curriculum. This ensures that the online safety messages are delivered regularly and consistently through the year rather than being consigned to a single block of teaching time. A separate Online Safety policy, including exemplifications of the Acceptable Use Agreements signed by children, is also in existence.

Assessment

In computing, children are not assessed using formal summative assessment. Instead, teachers undertake ongoing assessment for learning in order to identify those children who require extra support in this subject and those who demonstrate that they are more able. We identify additional opportunities for more able pupils to develop their skills further, such as participation in our Digital Leaders programme, coding workshops or enrichment opportunities with local secondary schools. We provide additional support for those who require it, including simplified tasks, additional basic skills teaching or peer support.

Enrichment

In addition to computing lessons, children are invited to apply to become Digital Leaders.

The role of the Digital Leader is threefold:

- to be 'centres of excellence' for computing within their own classes, modelling skills and providing peer support;
- to develop their own aptitude for computing through participation in termly challenges set through the Purple Mash Digital Leaders programme, in addition to national computing and coding competitions (subject to COVID-19 restrictions);
- to form a student advice panel for school leaders, particularly with regard to the games, apps and social media platforms that are popular with their peer group, in order to support online safety teaching and provision of information to parents.

Where available, we make links with local computing charities such as Digit:All and take up places on computing workshops and summer schools to enrich the learning of more able pupils.

Monitoring and further development of computing

Monitoring of geography is carried out by the computing lead. The subject leader monitors the implementation and impact of the computing curriculum in the following ways:

- sampling of children's work for scrutiny;
- monitoring of medium term planning to ensure adherence to the Purple Mash scheme of work;
- pupil voice interviews to gauge children's knowledge, confidence and engagement in computing;
- annual staff audits to identify the need for staff CPD;
- assessment of the prevalence of incidents concerned with online behaviour, in order to gauge the effectiveness of online safety teaching.

The expectations for the teaching of computing are communicated to new members of staff as part of a comprehensive induction programme. Further CPD is provided through sessions during staff meetings, INSET days and training sessions for HLTAs.

Opportunities are taken to share best practice with other schools through shared network meetings with local schools and through involvement with national special interest groups.

Information and updates are provided regularly to the Headteacher and Deputy Headteacher. This ensures that school leaders have a realistic and timely awareness of the implementation and impact of the computing curriculum.

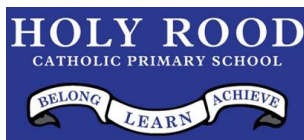
Impact

As a result of a structured curriculum and effective planning, teaching and assessment, children at Holy Rood Primary School have a sound knowledge of the computing content taught to them to date.

In computer science units, children have developed their computational thinking skills and can make links with prior learning in earlier year groups. They are confident to use a range of coding tools and do so with growing accuracy. Children understand the need to test their own code and can do so in a logical and effective manner.

In information technology units, children can use technology efficiently and understand real-life purposes for the skills they have developed. They can use the correct terminology for different software tools, hardware components and processes. Children are able to save and share their own work independently.

Through digital literacy units, children understand the tremendous opportunities presented to them as digital citizens but also their responsibilities towards themselves and others when working in a connected world. As a result of a comprehensive online safety education, children have a sound understanding of how to keep themselves safe online and can communicate this clearly and accurately. They understand the importance of good digital



etiquette and develop the ability to question and challenge information and images found online.

Children leave Holy Rood able to use technology at a competent, age-related standard. They can identify opportunities where technology can provide a solution to a real-life problem. They are enthusiastic about computing and ready to undertake further study at Key Stage 3 and beyond.