



# St Joseph's Catholic Primary School & Nursery

## COMPUTING POLICY AND VISION

Our family at St Joseph's Learns, Loves & Grows with God at the Centre.

Reviewed	Spring Term 2020
Next Revision	3-Yearly
To be reviewed	Spring Term 2023

At St. Joseph's we believe that our Mission Statement underpins all our work and sets the school's ethos, vision and values.

We believe that COMPUTING supports what we are trying to achieve and strengthens all our work with learners, parents, staff and governors. It enables us to focus on teaching and learning, effective communication, efficient management and administration, and supports leadership and management.

COMPUTING is constantly evolving and therefore any statement can only reflect the time it is written and the hopes and objectives for the immediate future. In doing so this allows the focus to be attainable as well as being inspirational.

In essence our broad aims are:

- personalise the learning experience which we believe will result in improved learner engagement and learning outcomes.
- create a flexible learning environment so that learners can access resources wherever and whenever it is appropriate.
- support staff, through professional development, sharing ideas and resources and networking with other bodies which will reduce workload, administrative tasks and duplication.
- ensure effective communication between teachers, learners, parents, governors and with other establishments and institutions.

The children at St. Joseph's are given opportunities to:

- enjoy using COMPUTING and tackle all application with confidence and a sense of achievement and purpose.
- develop COMPUTING skills, including their knowledge and understanding of the importance of information and how to select and prepare it.
- learn new skills when using hardware and software to manipulate information in the process of problem-solving, recording and expressing their work.
- enhance their ability to apply their COMPUTING capability to support their learning in all curriculum areas.
- explore their attitudes towards COMPUTING; its value for themselves, others and society; and their awareness of its advantages and limitations.

At St. Joseph's we:

- create an environment where all are staff are confident using COMPUTING by providing opportunities for teaching and support staff to improve their COMPUTING skills. This is achieved through a regular audit and providing training opportunities to enhance their capability and confidence.

- promote safe and sensible use of all COMPUTING equipment as outlined in the e-safety section of this policy.

## Learning and Teaching

In school our primary purpose is teaching and learning so we want to:

- further develop the subject of COMPUTING and the use of COMPUTING in all subjects.
- improve the skills that pupils have in order to promote the effective learning using COMPUTING.
- develop the way teaching is organised so as to maximise its effectiveness.

COMPUTING is incorporated into the medium-term planning of each subject. We are currently developing a new curriculum for COMPUTING that will allow pupils to use and apply their COMPUTING skills that reflect 21<sup>st</sup> century technology within a cross-curricular context. We believe that this will provide pupils with the best opportunity to present their learning to a variety of audiences alongside giving them many purposes for using COMPUTING.

### **Learning**

COMPUTING develops its own unique set of behaviours and skills. Some are more social and educational than others and these are the ones we want to encourage.

We want:

- to create collaborative working where pupils see COMPUTING as a challenge, a work in progress, an opportunity to discuss and share ideas and thoughts.
- COMPUTING to support inclusion whether that is for pupils with special needs or behaviour difficulties or specific subject skill or knowledge.
- COMPUTING to allow pupils to access high quality learning materials.
- pupils to be able to produce work and store work electronically so that it can be accessed again and celebrated when finished.
- COMPUTING to track pupils' progress so that they are clear about how far they have come on their learning journey and what their next steps are.
- pupils to be able to share their work with others including their parents so that their pride and self-esteem is enhanced.

### **Teaching**

COMPUTING enhances teaching. It provides access to greater resources which are lively and engaging, enabling the teacher to manipulate and control the content to suit the needs of the learner and allows the teacher to explore different learning styles in order to involve all pupils.

We want:

- to enable all staff to be motivated and skilled in the use of COMPUTING.
- to enable all staff to think of COMPUTING as evolving and changing but capable of control.
- to enable all staff to have access to a wider range of multimedia and digital resources than would be available otherwise.
- all staff to be able to access these resources anywhere in the school so that a variety of groups in different environments can be taught.

## Assessment, Recording and Monitoring

### Assessment

The work the children do in each unit demonstrates what they have learned. The use of COMPUTING in other subjects allows teachers to monitor pupils' ability to use and apply their skills. At the end of each unit, teachers complete a formative assessment record for each pupil. By the end of the academic year, each teacher is able to give pupils a level of attainment.

Pupils from Years 1 to 6 regularly use assessment for learning to help them reflect upon their learning. In upper key stage 2, they complete a diary after each lesson to enable to self evaluate their understanding and progress.

The COMPUTING Curriculum Leader collects samples of COMPUTING work on a termly basis, which are used in the school's COMPUTING Portfolio. This is maintained in order to obtain consistency and appropriate standards across the school.

### Recording

Each pupil has their own account where their work is stored. At the start of each academic year, their work goes up with them creating an 'e-portfolio' of their work since Reception. Cross-curricular learning that has used COMPUTING is recorded in pupils' exercise books according to the subject studied. Specific COMPUTING learning is recorded in Topic or Humanities exercise books as appropriate.

### Monitoring

Monitoring takes place on a termly basis by the COMPUTING Curriculum Leader. She is responsible for monitoring the standards of learning and the quality of teaching in COMPUTING. Her findings are reported back to the Senior Leadership Team. The following areas are considered at different points throughout the academic year:

- talking to pupils
- pupil assessment for learning forms and diaries
- COMPUTING assessment data
- pupils' portfolio
- lesson planning
- COMPUTING use in cross-curricular contexts
- work in pupils' books
- displays

- pupils' computer use

### Early Years Foundation Stage (EYFS)

The positive and noticeable benefits of young children using a computer are similar to those of the older pupil. Thinking and problem solving skills are developed through a structured focus which is stimulating and linked to other activities. However, COMPUTING in the Early Years should also reflect the use of technology in everyday life and be included in opportunities for role play.

The COMPUTING Co-ordinator will work with the Early Years Co-ordinator to ensure that resources are appropriate to the needs of the pupils in order to enhance life skills and support COMPUTING learning within the technology part of: Understanding The World.

#### Inclusion

When planning teachers should consider the most effective ways to support children with SEN and EAL and where necessary refer to the relevant policies. When planning work in COMPUTING, we can take into account the personalised targets children have as well as those outlined in some children's Pupil Passports. The use of COMPUTING can help children in achieving their targets and progressing in their learning'

When progress falls significantly outside the expected range, the child may have special educational needs or be identified as gifted or talented. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn most effectively. This ensures that our teaching is matched to the child's needs.

#### Equal opportunities

We ensure that every child, regardless of ability or home circumstance, receives the same quality of COMPUTING provision. In particular we ensure all pupils have opportunities to access COMPUTING according to their needs. We take into account gender issues, pupils who do or do not have access to COMPUTING at home, children with special educational needs and gifted and talented children. In addition we aim to offer a balanced and well-planned curriculum for both key stages and the Foundation Stage.

Most curriculum areas will be supported by the use of the programmes available in the classroom on the computer, which will in turn impact on the quality of presentation. Information communication technology will also be used to extend and challenge the more able children, as we believe information communication technology has an important role to play in creating independent learners.

#### E-Safety

The safety and welfare of our pupils when online at school and at home is taken very seriously at St. Joseph's. The SLT and COMPUTING Curriculum Leader have taken a

proactive approach in informing and educating staff, pupils and parents in this wide and ever-changing area of COMPUTING. A separate policy has been created outlining provisions made to ensure that all aspects of the school are catered for.

### Management and Administration

The purpose of COMPUTING in management is to create an environment where systems support the educational aims and objectives, support teaching and learning and allow the school to reduce workload, duplication and unnecessary paperwork.

We want:

- to integrate curriculum and student recording systems to allow us to modify the curriculum to suit individual needs and to track pupil progress.
- to be able to access pupil achievement data and target setting data for pupils.
- to be able to use the data to celebrate the effectiveness of teaching and learning, support programmes and staff and learner performance.
- to be able to use the data to inform decisions about staff deployment and staff development.
- to be able to use information to communicate with parents about their children's progress and attainment, their attendance and punctuality and their behaviour.
- to be able to use COMPUTING to support administrative tasks, pupil records, and financial and personnel information.
- to be able to use COMPUTING to provide outside agencies including the LA with information about the school in order to secure the best possible consideration for the school and its pupils.
- COMPUTING to be accessible for those who need to use it in a manner which is suitable, safe and secure for their needs; i.e. pupils, governors and parents.

In order to develop this vision, the school is working in conjunction with the Zone which provides strategic thinking, as well as 'Hands on Support'.