COMPUTING POLICY

Policy Review	
Review schedule	Spring 26

1. Curriculum Intent

At St. Bartholomew's we aim to provide a high-quality computing education which enables pupils to feel confident and enthusiastic about the subject when they move up to secondary school. Following the National Curriculum aims, we want to enable our pupils to become effective users of technology who can:

- understand and apply the essential principles of Computer Science, including logic, algorithms and data representation.
- use this understanding of Computer Science to think about tasks in computational terms; and have repeated practical experience of writing computer programs in order to complete such tasks.
- can evaluate and apply information technology, including new or unfamiliar technologies, to solve problems and complete tasks.
- be responsible, competent, confident and creative users of information and communication technology.

Online Safety

St Bartholomew's knows how important it is for children to be safe online. We have an *Online Safety Policy* that provides guidance for teachers and children about how to stay safe online.

Each unit in our Computing scheme highlights the aspects of online safety relevant to the topic. This approach allows online safety to be embedded throughout the school.

In addition, our PSHE scheme (*Coram Life Education: SCARF*) has a range of stand-alone lessons available for each year group. Every year group participates in lessons on e-safety and children understand how to stay safe when using technology.

Each newsletter includes tips for parents to support their children in staying safe online.

2. Implementation

At St Bartholomew's, teachers plan their computing lessons using the '*Teach Computing'* scheme. The **National Centre for Computing Education (NCCE)** is funded by the Department for Education and supporting partners and marks a significant investment in improving the provision of computing education in England. Each lesson has clear, achievable learning expectations, which link to the Computing Program of Study.

Children with SEN have access to the curriculum through adaptation of task, grouping or support from an adult.

In EYFS, Computing is taught under the 'Understanding the World' area of learning, but also through other areas of learning when appropriate.
In KS1, The units through a 2-year rolling plan to ensure all areas are covered, these are: Technology around us, Moving a robot, Digital writing, Robot algorithms, Programming animations, Digital painting, Programming quizzes and Digital photography.
In KS2, each class has a timetabled computing lesson of one hour per week. The units taught in Class 3 are: Connecting computers, Programming – Sequencing sounds, Desktop publishing, Programming-Events and actions, Animation, The internet, Programming-Repetition in shapes, Photo Editing, Programming-Repetition in games, Audio Editing. The units taught in Class 4 are: Sharing information, Selection in quizzes, Introduction to spreadsheets, Vector Drawing, 3D Modelling,

Selection in physical computing, Communication, Variables in games, Flat fil Databases, Webpage creation, Video editing and Sensing.

Resources
The school has 2 laptop trollies (one in Class 3 and one in Class 4 – these are available for Class 1 and 2 to use) and a school set of 16 iPads (kept in Class 4). This ensures that children can use computers for a range of purposes and across the curriculum, as well as in discreet computing lessons.
Each classroom is also equipped with an interactive smart board.

3. Impact

Each of the *Teach Computing* units are organised into one of six strands

1. Computing sysyems and networks
2. Creating media
3. Programming A
4. Data and information
5. Creating Media
6. Programming B

The *Teach Computing* scheme includes a progression map, which illustrates how children's skills and knowledge within each strand are developed through each year of primary school

We are aware that, when assessing computing, it's important to look for evidence of knowledge and understanding as well as technical skills. We encourage children to talk about what they have learned as well as sharing the work they have completed.

Throughout each unit a range of formative assessment strategies are used. This can include, self-assessment (e.g. debugging their own programs); peer assessment (e.g. providing constructive feedback on digital content); discussion with peers; open questioning and storing children's work on the school's shared area in dedicated folders for each class.

Summative assessment for each *Teach Computing unit is carried out*. This allows teachers to decide whether the children have met the learning expectations of the unit. Teachers complete the St Bartholomew's assessment grid at the end of each unit.

4. Role of the subject leader

The subject leader is responsible for:

- working with the class teachers to monitor the learning and progression of children as they move up through the school.
- raising the profile of the subject and addressing any staff training needs.
- ensuring that resources are sufficient and appropriate.
- Supporting teaching staff in using the *Teach Computing* scheme when required.
- improving how the subject is taught in school by analysing its strengths and weaknesses and writing an improvement plan each year.