

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone
should

“have life and have it to the full”.

John 10:10

Reading at Our Lady's

Computing at Our Lady's Catholic Primary School

Intent

As a school, we embrace the national vision for Computing and appreciate that, to achieve this, pupils must have access to a curriculum which is 'balanced and broadly based'.

Our intention is to produce learners who are confident, discerning and effective users of technology and who also have a good understanding of computers and how computer systems work, and how they are designed and programmed.

We strive to achieve this aim by:

- supporting all children in using technology with purpose and enjoyment
- meeting, and building on the minimum requirement set out in the National Curriculum as fully as possible and helping all children to achieve the highest possible standards of achievement
- helping all children to develop the underlying skills and capability which is essential to developing Computing capability (such as problem solving, perseverance, learning from mistakes) and apply them elsewhere
- helping all children to develop the necessary skills to exploit the potential of technology and to become autonomous and discerning users
- helping all children to evaluate the benefits and risks of technology, its impact on society and how to manage their use of it safely and respectfully
- using technology to develop partnerships beyond the school
- celebrating success in the use of technology

Implementation

At Our Lady's Primary School, teachers are encouraged to progressively develop pupils' Computing skills and capability through discrete learning opportunities and also to exploit this capability as a tool to support objectives in other curriculum areas meaningfully. These links include, but are not limited to, the use of a range digital devices in a wide range of contexts. Both plugged and unplugged learning opportunities are planned to support pupils' understanding of the underlying concepts in Computing. These opportunities may well be presented within other subject areas (e.g. sequencing instructions in English, problems solving in Maths or isolating variables in Science). In this way Computing and the use of technology become integrated into the curriculum and are used as a truly beneficial tool for learning.

At Key Stages 1 and 2, the planning, organisation and delivery of the Computing curriculum is done through the Teach Computing scheme of work.

In the EYFS, opportunities for the use of technology are an integral part of each area of learning and the school ensures that children have access to both continuous and enhanced provision. Links are made between the EYFS Early Learning Goals and the Y1 curriculum to ensure a smooth transition takes place.

The National Centre for Computing Education statements are designed to break the curriculum down into possible 'themes' and provide guidance on progression across and between year groups. The school use the Teach Computing scheme of work to ensure that teachers have the subject knowledge necessary to teach this subject effectively.

At Key Stages 1 and 2 the school's Computing curriculum is organised into the following aspects:

- Computing Systems and Networks
- Creating Media
- Programming
- Data and Information

Online safety will be taught along side each module, throughout the year.

These themes are mapped in a long-term plan for the whole school and taught within the blocked curriculum.

When delivering the National Curriculum for Computing, teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning approach for the class, groups of pupils or individual pupils.

Approaches and strategies may include:

- an 'unplugged' approach in order to develop their understanding of some of the underlying concepts of Computer Science
- 'plugged' activities which allow pupils to practise and demonstrate their levels of understanding.
- using presentation technology to demonstrate something to a group of pupils or the whole class
- leading a group or class discussion about the benefits and risks of technology
- individual or paired work
- collaborative group work
- pupil led demonstrations / peer mentoring.
NB - where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved
- differentiated activities planned to allow different levels of achievement by pupils or to incorporate possibilities for extension work.
- teacher intervention where appropriate to support a pupil, reinforce an idea, teach a new point or challenge pupils' thinking

Impact

Our Computing Curriculum has been structured to demonstrate a progression of skills and ensures that children can build on their understanding, as each new concept and skill is

taught with opportunities for children to revisit skills and knowledge as they progress through school.

Pupils at Our Lady's Primary school are confident and effective users of technology. As they progress through school, they become more digitally literate year on year. They are able to use the Internet safely and access a variety of Apps and other online platforms to navigate their way to engage in digital world of the twenty first century.

Recording and Assessment

Assessment of the Computing curriculum is carried out in accordance with the advice provided by National Centre for Computing Education.

We (will) ensure that:

- appropriate Assessment for Learning approaches are applied to formative assessment in order to inform future planning
- pupils' achievement and attainment is assessed and recorded
- pupils' achievement and attainment is measured against the relevant National Curriculum requirements at the end of each Key Stage and reported according to government guidelines (including statutory requirements for reporting to parents)

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. These assessments are vital to ensure that teachers are adapting their teaching to suit the needs of the pupils that they are working with, and you are encouraged to change parts of the lesson, such as how much time you spend on a specific activity, in response to these assessments. The learning objective and success criteria are introduced in the slides at the beginning of every lesson. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective using thumbs up/ down/ sideways. Key Stage 2 pupils are expected to record their responses/ self-assessment using a purple pen.

Monitoring

The Computing Subject Leader follows a systematic and regular programme of evaluation and monitoring of the Computing curriculum, across the school. This is so that she can monitor the quality of education being provided to all pupils, including:

- checking that the school's curriculum 'Implementation' matches its 'Intent'
- evaluating the success (or otherwise) of curriculum planning and delivery
- having an awareness of impact and be able to demonstrate progression and attainment
- having an overview of resource and staff training needs

Monitoring is completed via a variety of methods including:

- observations
- collecting and analysing planning
- work scrutiny
- gathering information from observations of other subjects
- pupil interviews / pupils voice
- staff interviews / feedback

Safeguarding Children: Online Safety

At Our Lady's Primary School, we believe that the use of technology in schools brings great benefits. To live, learn and work successfully in an increasingly complex and information-rich society, our children must be able to use technology effectively. The use of these exciting and innovative technology tools in school and at home has been shown to raise educational standards and promote pupil achievement. Yet at the same time we recognise that the use of these technologies can put young people at risk within and outside the school.

The school has developed a separate policy which details our approach to online safety and safeguarding children and staff when using technology both within and beyond the school. This policy has been developed according to local authority guidance. This includes reference to the online safety elements of the National Curriculum for Computing and the statutory Relationships and Health Education curriculum. It takes into account the government's '[Teaching online safety in schools](#)' guidance and '[Education for a Connected World](#)' from the UK Council for Internet Safety.

The school buys into a service called D and D who monitor the school's computers. They look for patterns, trends and anything that could potentially be a safeguarding risk to staff and pupils.

As technology is rapidly changing and evolving, the computing lead will share regular updates with staff to ensure that they are kept up to date with technology and online safety changes, this will include regular online safety briefings for all staff and governors.

Equal Opportunities

All pupils regardless of race or gender shall have the opportunity to develop skills using computers and other related technology. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. The class teacher differentiates work by task, resource or support, to ensure the individual needs of More-Able and SEN pupils are met. The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.

Access and Inclusion

Each pupil's access to technology varies greatly dependent on the nature of the activity they are involved in (e.g. some activities benefit from prolonged access to a computer

whilst other are best served with brief access to a digital device for a focussed purpose). However, on average, pupils have a blocked time allocated to Computing each half term using a mixture of unplugged activities and the use of iPads.

In addition to discrete Computing sessions, opportunities to develop and extend Computing capability are provided in other curriculum areas and technology is used to support most other subject areas.

All children have equality of access to appropriate technology in order to develop their personal Computing capability. When children are working in groups, we endeavour to ensure that their hands-on experience is equitable. We check resources, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

Leaders jointly advise teachers on examples of technology which can be provided to support individual children with particular physical, linguistic and educational needs, including gifted and talented pupils. Where appropriate, an external specialist is used to assess a child's specific needs.

Children with access to technology at home are encouraged to use it for educational benefit and online safety guidance is offered to both pupils and parents where appropriate. The school has identified those pupils who have limited or no access to appropriate technology outside of school and provide additional opportunities for these pupils to gain access during the school day / after school.

Digital Leaders

We have a group of pupils from Year 5 and Year 6 classes that are Digital Leaders. Their role is to support the staff and pupils to develop computer skills, maintain pupil iPads and headphones. They are the first point of call for any digital glitches around the school.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT infrastructure by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the computing coordinator of any faults as soon as they are noticed. Digital Leaders ensure that all hardware used by pupils is stored neatly and carry out regular audits.

Resources are located in two trolleys containing iPads (up to 30 iPads in each) for the use in classes. There is also a full class set of headphones.

Security arrangements

- D&D Network Services will be responsible for all filtering, regularly updating anti-virus software.

- use of ICT and computing will be in line with the school's 'acceptable use policy/ Online Safety policy'.
- parents are made aware of the 'acceptable use policy' at school
- all pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.