St. Francis Xavier's RC Primary School

Love one another as I have loved you

Computing Policy

Our Mission

Share God's love with one another

Follow your dreams

E**x**cel in citizenship

Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for each individual
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective

INTENT

A St. Francis Xavier's pupil will:

- Demonstrate competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- Exhibit the ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- Show an understanding of the connected nature of devices.
- Display the ability to communicate ideas clearly by using applications and devices throughout the curriculum.
- Demonstrate the ability to collect, organise and manipulate data effectively.

IMPLEMENTATION

What does our Computing Curriculum look like?

Please refer to:
LTP: to demonstrate the progression of knowledge, skills and software within the whole school computing offer (see appendix one)
ROCKS plans: Demonstrating key knowledge and skills for each unit
MTP for each year group: to map teaching and learning, knowledge and skills through a topic.
Non-core topic webs: summarise the key knowledge and skills to be acquired and retained during a computing topic.

IMPACT

Our computing curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory and know more, remember more and be able to do more as computer scientists.

Strategic leadership of computing
Day to day responsibility for the delivery of the computing curriculum rests with class teachers.
The computing coordinator is responsible for developing the school strategy for computing taking into account opinions expressed by all members of the school community, particularly classroom-based staff. This development is also informed by external factors and developments in technology.
The school maintains an on-going relationship with Herefordshire's Computing Support Team and we seek to ensure that, where appropriate, our computing development reflect priorities at local authority and national levels. The recommendations of our technical support provider (John Finch Computing Ltd) are also taken very seriously.
The computing coordinator is ultimately responsible to the head teacher and governing body in whose hands all final decisions on strategy rest.

Planning
At St Francis Xavier's School, we use long and medium planning to ensure progression and sequence of skills across the primary years. The complexity of software children use increases incrementally year on year to develop skills: ensuring children know more, remember more and can do more. In addition to this, the long-term plan outlines the progression of skills taught termly in each year group (see appendix one).

Safeguarding
The school has highly developed policies on Online Safety and E-Security. Please see those policies. This is also in line with Keeping Children Safe in Education 2023.
Online safety is seen as a 'golden thread' which features in every ICT lesson through Key-stage Specific discussion prompts.

Planning for ICT for inclusion
We recognise the advantages of the using of computing / ICT for pupils with additional needs and we use ICT to:

- address pupils' individual needs
- increase access to the curriculum
- improve language skills

We promote equal opportunities for computer usage.
The school monitors the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. Where children are unable to access online learning resources at home, opportunity will be provided for children to complete tasks in school.
Computer hardware, software and peripherals used in the school are chosen to ensure that they are non-discriminatory and promote equal opportunities.
All pupils follow the National Curriculum including computing.

Cross-Curricular Computing
Where appropriate, children have opportunities to apply taught skills across the curriculum. This includes:

- Seesaw online learning
- Presenting data in science
- Book Creator in RE
- Garage Band in Music

Further evidence of this can be found on subject-specific in Medium Term Plans for other curriculum areas. Teachers are able to book the iPads or Laptops for their lessons using the timetables.

Digital Leaders
In upper key stage two (year five and six) two children are voted to be Digital Leaders for their year group. The roles of Digital Leaders include:

- Supporting other children throughout the school during Computing lessons

- Teaching children about the importance of Online Safety
- Suggest changes to current Computing practice at St Francis Xavier's
- Recommend new apps to enhance the curriculum

Assessment

Teachers assess Computing using formative assessment techniques such as questioning, peer feedback and quizzes. Assessment is further based on the outcome of the children's work at the end of a half term; such as a game which has been made on Scratch or a completed PowerPoint. Teachers will use this as an opportunity to identify gaps in skills, which will be addressed in the following unit, or passed on to the next teacher during transition meetings. Feedback on attainment to parents will be given during end of year reports.

Using formative assessment, the teacher uses their professional judgement to assess at the end of a unit of work, whether a pupil is above ARE (age related expectations), at ARE, or below ARE and records their judgment on the subject assessment excel spread sheet on common staff.

This policy was updated May 2024. The policy was adopted by the Standards and Curriculum Committee of the Governing Body of St Francis Xavier's RC Primary on 20th May 2024. This policy will be monitored every two years.

Signed: *Sylvia Cockroft* Date: 20.5.24 Chair of Standards and Curriculum Committee

Signed: *Diana Pearce* Date: 20.5.24 Headteacher

Emily Badham
Computing Subject Leader
May 2024

Appendix One (long term plans)

	Autumn Term	Spring Term	Summer Term
Reception *Use technology safely*	Bee-Bots 40-60 months Complete a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Scratch Junior Bee-Bots Early learning goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Paint on iPads Beebots Early learning goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Year 1 *Use technology safely* *Keep personal information private*	Microsoft word Develop familiarity and correct use of the keyboard – spacebar, backspace, shift (for capital letters – not caps lock), return Navigate around text in a variety of ways (mouse, arrow keys)	Book Creator Add captions to photographs, graphics and sound Edit background colours Move or modify an imagine	Scratch Junior Make simple choices to control a simple simulation program.
Year 2 *Use technology respectfully Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies*	PowerPoint Save, retrieve, edit work Change colour, size and font Use templates to create simple presentations for a purpose Author own simple slides	Book Creator Author their own pages in an e-portfolio adding text and images Use a camera or camcorder to take a picture or record their work	Scratch Junior Understand that programs execute by following precise and unambiguous instructions Debug simple programs Use a sequence of instructions
Year 3 Use technology responsibly Identify a range of ways to report concerns	PowerPoint *Geography/ History* Using transitions and effects between slides Adding simple sounds Copy and pasting images, using right clicking or snipping tools Evaluate and improve design	Publisher *First Holy Communion Prayer/ Invitation* Copy, pasting and cropping images Evaluating design Present data/ information for a given purpose Use text formatting and line spacing appropriately	Paint *Roman Shield Design* Use brush and pen tools, create lines and textures and use the flood fill spray and stamp tools
Year 4 *Identify a range of ways to report concerns about content* *Recognise acceptable/unacceptable behaviour* *Discuss reliability of information*	Scratch *Smoking cars* Design and create programs that accomplish specific goals Debug programs Use repetition in programs Create backgrounds and Sprites	iMovie and Garage Band Select, import and record music and sound effects Create a short film/ animation that they have sourced, captured or created	Green Screen and iMovie *Filming project linked to curriculum lense* Record, import and add effects using music Shoot and edit film
Year 5 *Explore 'digital footprint' using technology, including mobile phones, games consoles* *Be discerning in evaluating digital content*	Scratch *Splat Game* Recognises there are different algorithms for the same problem. Understands the difference between, and appropriately uses if, if … then and if … else statements in programs Write programs that include variables (e.g. a scoring system in a game) Garage Band *Create own space compositions* Record and evaluate music for a given audience Excel Present data using a simple line and bar chart (cross-curricular maths; statistics)	Google Sites *Online safety guide for children* Select appropriate layout, text and graphics Use techniques appropriate to a specific audience Evaluating reliable and unreliable sources of information Make use of copy and paste, beginning to understand the purpose of copyright regulations Evaluating digital content	Excel *Planning the summer fete* Using basic formulae for the four operations Auto sum features Using graphs and charts to present data Formatting cells using number, decimal etc Debug simple formula
Year 6 *Demonstrate and discuss responsible use of online services* *Recognises ethical issues surrounding the application of information technology beyond school*	Scratch Animate characters with movement and speech Use broadcast and receive blocks in code Program buttons for transition (hyperlinks) Add audio a scene	Lego WeDo Online Safety block	Sketch-up Manipulate 2D shapes into 3D models Use inference points to draw lines and shapes