Kirkstall St Stephen's

Computing Policy

May 2024

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are children of God – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of Computing at Kirkstall St Stephen's Primary School.

Intent:

At Kirkstall St Stephen's CE Primary, we recognise that the use of technology is a vital part of modern life, and that our children need to develop a wide range of skills to achieve this. Every child who leaves KSS will be taught to understand the fundamental skills in the areas of Information Technology, the potential of technology and to start building and applying computing skills for the future for a range of contexts. We want them to become digital creators, using technology to cherish other areas of their work and lives, such as media and digital communications, understanding the challenge of being responsible digital consumers on their time, relationships and wellbeing. We know the digital workplace is continuously evolving and we therefore want them to grow up wanting to be a part of that as software engineers, video game designers, web developers or IT consultants.

Our Computing curriculum strives to develop resilient, reflective, creative and independent learners. It gives space for children to become "computational thinkers", tackling complex problems, making mistakes and learning from them. It also engages our children, through the creative use of technology, to prepare pupils for the demands of the 21st century and the technological world that awaits them in the future. As well as the huge potential of technology, we teach our children to understand the challenges and problems it can create.

We teach them to become good digital citizens, to know how to stay safe and cherish the safety and wellbeing of others online. We will help them develop an attitude of awareness and vigilance, to test out what and who they see and the importance of what they share in creating their own digital footprint.

Teaching and Learning

Early Years Foundation Stage

Foundation Stage pupils will be taught and encouraged to use simple Computing skills following the Early Years Framework. Whilst the technology strand is no longer a specific area in the new EYFS framework (2021), having the opportunity to develop computing skills at an early age can foster interest and confidence in technology and give pupils an advantage going into KS1. In Foundation Stage, Computing is used to enhance the EYFS throughout the year and is part of children's continuous provision. Opportunities are: using the computer to create art, photography, bee bots, using the interactive smart board and using calculators.

Key Stage 1 and 2

Kirkstall St Stephen's Primary School follows the National Curriculum for Computing for Key stage 1 and 2. In Key Stage 1 and 2, the children will study five Computing topics throughout the year, which cover a half term each. There is a progression of skills from Key Stage 1, to Lower Key Stage 2

(Year 3 and 4) and then to Upper Key Stage 2 (Year 5 and 6). In each of these three stages, the children will cover a cycle of the following five areas each year:

- Computing systems and networks
- Programming
- Creating media
- Data handling
- Online safety.

When the children have completed their final topic by the end of the Summer 1 half term, they will be given the opportunity to revisit skills which require more development.

In each of the five areas of learning mentioned, the following computing skills are taught throughout lessons as appropriate:

- Using hardware
- Computational thinking
- Using technology (software, data, the web)
- Staying safe online.

Our scheme of work is taken from the KAPOW scheme of learning and fulfils the statutory requirements outlined in the National Curriculum (2014). This ensures that all pupils learn and apply Computer Science, Information Technology and Digital Literacy in every topic.

The knowledge and skills they explore are built upon the previous stage, which are revisited each lesson. There are opportunities to enhance learning in Computing throughout the curriculum, with a focus on using Computing skills and knowledge in the core subjects of Mathematics, English and Science.

Each class in Key Stage 1 and 2 will have their own floor book to record their work and outcomes in, whereas EYFS will record any Computing through teacher observations of children accessing their provision areas.

Assessment and Monitoring

The children's work is assessed against the KSS Progression of Skills in Computing which have been developed from the National Curriculum. Evidence for making these judgments will be gathered through discussion and observation of the pupil during the lesson, digital or written recording of activities where possible and also through 'End of unit mini assessments' to help form teacher judgements. Teachers will also use evidence of computer skills used in other curriculum areas to help form a child's overall attainment. Children are also given the opportunity to fully participate in the assessment process, through peer, self and group assessments.

Children are monitored on a regular basis to check progress through the use of Learning Journey Checklists and Foundation Trackers. Assessment and Recording is an integral part of the teaching process at KSS. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Equal Opportunities and Inclusion of all children

All our children have access to the Computing curriculum, regardless of their ability, gender, physical disability or their social, cultural or ethnic background. Where possible, provision is made to support individuals or groups of SEND children or those with a disability so that they can participate effectively in Computing lessons. Likewise, provision is made for our More Able children and our New Arrivals so that their needs are also met. Children who regularly excel in computing lessons and easily achieve lesson objectives must be identified as soon as possible. As with all subjects it is the class teacher's responsibility to identify these children and challenge them accordingly. All children are encouraged to achieve as high standard as possible.

The Role of the Computing Coordinator

The role of the Computer coordinator is to monitor and evaluate the teaching of Computing across school by completing the following:

- Conduct Computing 'Learning Walks' and 'Book Looks' with positive feedback and to highlight areas of development for the subject
- Ensure the KSS Computing Long Term Plan and Progression of Skills document stays up to date and relevant so teachers can plan accordingly
- Although not mandatory, encourage and celebrate any computing displays around school.
- Complete necessary and appropriate CPD opportunities, edit the Computing Long Term Plan accordingly and share updates and CPD to the rest of the staff
- Be responsible for the Computing resources across school
- Ensure opportunities are created for applying Computing across other curriculum areas as well as beyond the classroom environment e.g. assembly presentations, school production programmes or letters to the local council.