



Computing Policy

Vision

At St Hilda's Church of England Primary School, we nurture children to become respectful British Citizens and achieve their potential. Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

***Teach me knowledge and good judgement, for I trust your commands
Psalms 119:66.***

Aims for our children

Our aim is to produce learners who are confident and effective users of ICT and computing. The use of computing within the school will seek to:

- stimulate pupils' interest in new technologies as tools for learning and investigation so ICT can be used both purposefully and with enjoyment.
- Guide and support all children to evaluate the benefits of ICT and its impact on society so they see it as an essential tool for learning, communicating, finding information, controlling and understanding their environment.
- provide opportunities for pupils to work both collaboratively and independently using online resources.
- help all children to become autonomous users of ICT and develop skills, which will be appropriate in later life.
- provide children of all abilities with their entitlement to computing through the delivery of the curriculum.
- create opportunities for all children to participate in a broad range of relevant computing activities in most areas of the curriculum and meet the requirement of the National Curriculum as fully as possible, enabling all children to achieve the highest possible standards of achievement.
- celebrate our success in the use of ICT through display of computing work in the classrooms, around the school and our website / other appropriate websites.

Curriculum Intent

At St Hilda's C of E Primary School, we recognise the importance of computing in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of computing the prominence it requires.

In conjunction with the aims of the National Curriculum, our computing teaching offers opportunities for children to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content/contact

Objectives

- understand that algorithms are used on digital devices
- write a program that combines more than one attribute
- develop a sequenced program that has repetition and variables identified
- design algorithms that use repetition and 2-way selection
- be aware that some search engines may provide misleading information
- be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable
- understand that programs require precise instructions
- organise, retrieve and manipulate digital content

Cross-curricular skills and links

Computing pervades every aspect of our lives and we will relate it to all areas of the curriculum. Computing is a powerful tool for teaching, learning, assessment and recording throughout the curriculum. Our aim is to encourage identification of Computing and ICT in planning and to use ICT as a focus for effective delivery and to raise achievement in school.

We endeavour to ensure that the Computing curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

Implementation/organisation

At St Hilda's C of E Primary School:

- Planning and delivery of computing is the class teacher's responsibility and will follow the school scheme of work. Didactic, exploratory and group methods of teaching will be used as appropriate such as:
 - using the computer to demonstrate a task to a group of pupils or the whole class
 - using ICT as a teaching tool to raise attainment
 - individual or paired work on the computer, laptop or iPad.
 - collaborative work where one pupil is used to demonstrate or teach a skill to others
 - supported work where a child is aided by an adult
- Suitable software and applications will be provided for each year group, which will promote computing capability, digital literacy and support a specific curriculum area, or both. The subject lead is to be responsible for providing relevant, appropriate software/applications for all subjects. Planning should show which software is being used and if it is to promote computing capability or support a specific curriculum area, or both.
- Skill progression will be achieved through all pupils becoming familiar with core software using designated activities at appropriate stages.
- Any software brought from external sources must be run through a virus killer programme to eliminate the danger of contaminating school hardware and software. In general, only the software provided within school will be used.
- Teaching of computing will take place in the school ICT suite and in classrooms. It is the class teacher's responsibility to ensure that the children use the available ICT equipment in school and that the scheme of work is followed.

Impact

The successful approach at St Hilda's C of E Primary School results in a fun, engaging, high-quality computing education, that provides children with the foundations for understanding the world. Pupil voice is used to further develop the computing curriculum, through questioning of pupil's views and attitudes to computing to support the children's enjoyment of computing and to motivate learners.

Impact including Data Headlines

- Children are able to articulate what they have learned in Computing and can concisely explain how they achieved a certain objective or creation.
- Children remember more, know more and can do more.
- All children should attain age related expectations in computing by the end of Year 6, so that they can reach and exceed their potential in ICT.
- As computer scientists, children will learn lessons through the development of computing skills which will then influence how they will use these skills in their future lives
- Children will be able to relate their own experiences to computing and the use of technology throughout the wider world
- Children are aware of and can confidently use a number of devices, software and applications to thrive in the world of networks, communication and collaboration
- Evaluate and apply information technology, including new or unfamiliar technologies.
- Analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems.
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

Equal impact assessment

All children have equal access to the computing curriculum and its associated practical activities. The SLT, class teachers and support staff at St Hilda's Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. SEND issues will be addressed and external advice sought as required. More-able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Computing Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing through book-looks/observations throughout the school to ensure that there is no disparity between groups.

Monitoring and evaluation

The computing lead has an important role to successfully lead a regular programme of monitoring and evaluating the impact of the curriculum.

This includes:

- Pupil voice
- Book scrutiny
- Curriculum monitoring afternoon.
- Moderation
- Lesson observations
- Learning walks

Professional Development

Subject leaders also have individual training and development in line with their roles and responsibilities and in relation to performance management targets. Class teachers have the opportunity to access continuous professional development through designated training throughout the year.

Professional development opportunities will be provided in line with an analysis of needs linked to the implementation of this policy. Funds for professional development may be used to support a range of activities both within and outside the school. The school aims to develop ICT staff skills so that they are confident and effective users of ICT.

The subject lead aims to facilitate staff's professional development through

- Ensuring the consistent implementation of the ICT Policy
- Monitoring of standards of achievement and attainment
- Ensuring access to ICT
- Reviewing the ICT Policy
- Reviewing the scheme of work
- Contribution of ICT to the Development plan
- Identifying training needs
- Reviewing the Hardware and Software Audit
- Purchasing new Hardware and Software
- Supporting staff in the delivery of ICT

Health and Safety

Pupils will be taught to use scientific equipment safely when using it during practical activities. Class teachers and teaching assistants will check equipment regularly and report any damage, taking defective equipment out of action. ICT technicians in the school also oversee the use of digital devices and ensure all applications, software and devices used by the school community are all user friendly.

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