Computing Policy

Computing and Digital Skills at PSJ

"Computers are incredibly fast, accurate and stupid: humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." - Albert Einstein

Our School Drivers: Christianity, Community, Aspirations & Resilience

Intent- why do we teach this?

We enable our children to responsibly communicate, creatively collaborate and articulate their ideas, their thoughts and their feelings through the use of a broad range of digital technologies

We encourage our children to develop their understanding of themselves as individuals within their online communities. We provide opportunities for our children to be active participants that safely flourish in the wider global community - enabling our children, regardless of their background, abilities and needs to unlock the wonders of the world at their fingertips.

We embrace and utilise digital technology to expose our children to a world of endless opportunities and possibilities through every aspect of our curriculum. We encourage our children to be autonomous and confident users of technology, providing them with the tools that will equip them for an ever changing digital world, opening up the pathway to tomorrow.

We use the Kapow materials to supplement our Computing curriculum, we align the Kapow schemes and materials alongside our Digital Skills package.

Implementation- What do we teach? What does this look like?

At PSJ we believe that computing will play a pivotal role in the lives of our children for today and tomorrow. We therefore aim to offer a broad, balanced and ambitious curriculum that ensures that all of our children access a curriculum that fosters a personalised learning approach that is designed and implemented

in an ethical, inclusive and equitable manner. In EYFS, we use the Lancashire Key Learning in EYFS document to support the planning for computing.

We have built our curriculum around three 'Aspects of Computing' which are: **Information Technology, Digital Literacy** and **Computer Science**
We recognise that technology can allow children to communicate their learning in creative ways. Teaching our children the language of code which is behind everything we see on a computer, empowering them to be programmers of the future. The opportunity to collect data and information enables children to ask and answer relevant questions and evaluate outcomes. We also understand the need to connect our children with the wider digital community.

As a mixed class school, we will adopt a Cycle A and B approach, therefore it will look like this:

Cycle A	Reception	Y1	Y3	Y5
Cycle B	Reception	Y2	Y4	Y6

Impact- what will this look like?

As a result of having received a Computing Curriculum at PSJ our children are digitally literate and prepared for their future workplace and to be active citizens in a digital world. Our children begin to access the Computing Curriculum in Nursery and this progresses to Year 6, which is in line with the National curriculum requirements (2014).
Children from Year 1 to Year 6 have access to a Chromebook. We use Google and we have aligned a Digital Skills shadow curriculum, which runs alongside the Computing Curriculum - enabling children to become literate with Chromebook functionality and Google Workspace, which in turn supports the delivery and implementation of the Computing Curriculum.
Children have a firm grasp on how to be safe, respectful and responsible when using digital devices and their associated programs. This is evidenced through the collection of a range of work samples, whole school initiatives, Digital Skills Passports and when appropriate in other forms. This is further evident in our children's ability to use their developed vocabulary to express themselves and develop their ideas through information and communication technology.

Assessment

We use the Kapow materials to support us in assessing our pupils and making judgements about progress.

Formative assessment: Each lesson begins with a 'Recap and recall' section, which gives pupils the opportunity to practice retrieving key knowledge relevant to the forthcoming lesson. This section allows teachers to make informal judgements about whether pupils have retained prior learning and are ready to progress.

The 'Assessing progress and understanding' section in each lesson helps teachers to identify those pupils who are secure in their learning or working at a greater depth. Teachers use a range of assessment tools and evidence to make a judgement for each pupil and this is recorded on our Foundation Subject Tracker and then enables us to identify gaps in learning and supporting pupils in having secure understanding before moving them on..

Summative assessment: Each unit of work assesses children's understanding and retention of key knowledge using an Assessment quiz with multiple-choice and open-ended questions. Depending on the needs of the cohort, Assessment quiz questions may be read aloud and completed in small groups or as a whole-class activity, rather than being completed independently.

Additionally, each unit includes a Knowledge catcher, which can be used at both the beginning and end of a unit to give children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes and Knowledge catchers provide teachers with a record of summative assessment – evidence of pupil progression throughout the year between key stages.

The Digital Passport

The Digital Passport is a way that we ensure our students are developing the Google skills required to be digitally literate. We need all of our students to acquire these Google skills in order for them to maximise their participation in lessons and learning provided through the Google infrastructure here at PSJ. The Digital Passport contains all of the taught components of skills which pupils are awarded with badges when they have successfully evidenced and achieved set success criteria linked explicitly to Google Workspace Apps.