St Mary's Catholic Voluntary Primary Academy
Computing Policy

Every Child Matters

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Computing Policy

Rationale
At St Mary's RC Primary School we equip children to be active participants in an ever-changing digital world. Children will be digitally literate, life-long learners. The Computing curriculum will inspire, enable children to aspire, enthuse and engage learners. Children will use, express and develop ideas across and within the curriculum and the local community.

Aims
1. To develop, maintain and stimulate pupils' curiosity, interest and enjoyment of Computing.
2. For children to have enquiring minds and to understand and use Computing in the context of a wider body of knowledge, skills and vocabulary.
3. To ensure skills to support life-long learning and the prospective employment in a modern technological society.
4. To enable all pupils to have equal access to Computing and to experience success in their work.
5. To support all staff in their needs to develop confidence and strategies in using Computing within teaching by providing on-going CPD.
6. To support teachers in using Computing as a vehicle for enhancing the delivery of all aspects of the curriculum.
7. To ensure that Computing must feature in the overall Improvement Plan for the School and that appropriate resources must be allocated to it.

Objectives

Early Years
In Nursery and Reception, objectives are set by Early Years Outcomes with an aim to meeting the Early Learning Goal at the end of Reception. Children recognise that a range of technology is used in home and school and they can select and use technology for particular purposes. At St Mary's Primary School we ensure that children select and use a range of programmable toys and ICT equipment within continuous provision to help to develop their skills.

Key Stage One and Two
The National Curriculum Key Stage 1 & 2 is used as a basic core for the scheme of work and these skills are applied throughout the curriculum.

Delivery
The Curriculum must remain flexible so as to address the various needs of the pupils in the classroom – see Equal Opportunities, Differentiation and Inclusion policies. Pupils who require special aids or adapted methods/environment/equipment to facilitate access to activities both within and beyond school are supported by:
- the provision of technological aids to assist in practical and written work;
- the provision of communication methods other than speech, e.g. computers, technological aids, signing etc.

Teaching and Learning

Teachers maximise their expertise in exploiting the potential of Computing in differentiating tasks and targets. They are encouraged to adopt a wide range of teaching and learning styles within a course of study, actively celebrating effort and achievement, as well as supporting all pupils.

Changing technology

Due to the rapid rate of development within Computing, all teachers must see the development of Computing as part of their role. The school INSET and Improvement Plans take Computing into account. We aim to mirror the constant updating of technology and therefore we aim to expose pupils to the diversity, influence and uses of Computing. This will encourage the pupils to become critical, independent users of Computing.

Staff show the benefits that Computing have given to us as well as the associated problems by the use of well-chosen resources and thoughtful discussion. These include:

- computer systems and control technology in everyday life;
- pupils' own experiences of Computing;
- the use of Computing in the outside world;
- how control is integral to many everyday devices;
- critical reflection on pupil's own and others' use of Computing;
- the impact of Computing and other new technologies on social, employment, ethical, moral and economic issues.

Compiled by: Mrs L. Phelps	Last updated: December 2016
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