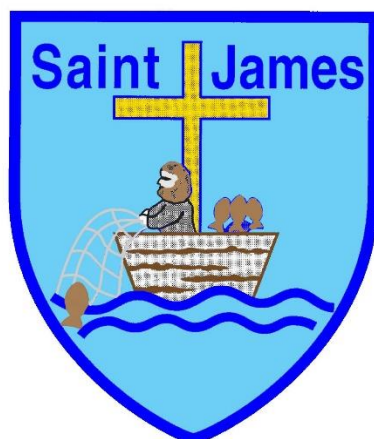


## Altham St. James' Computing Policy



### Our Mission Statement

Living our lives as Jesus wants us to

- Be the best that we can be
- Respect the world and everyone in it
- Love, Forgive and reconcile

*John 15:12 Love each other as I have loved you*

This policy should be read in conjunction with our Online Safety Policy, Data Protection Policy, Anti-Bullying Policy, the PSHE Policy incorporating Relationships Education and the Computing Curriculum Overview.

This Computing Policy relates to all pupils attending Altham St. James' CE Primary School.

### **Intent**

All pupils at Altham St. James' have the right to have rich, deep learning experiences that incorporate all aspects of computing. Technology is everywhere and will play a crucial part in all our pupils' lives. We want to model and educate our pupils on how to use technology positively. We will try to

embed computing across the whole curriculum to make learning creative and accessible. We want pupils to be fluent with a range of tools to best express their understanding and to be confident to choose the best tool to fulfil the task at hand.

## **Implementation**

Children are taught a comprehensive progression of skills and knowledge that operates on a two-year rolling programme. Our Computing Curriculum has two elements. In Key stage 1 and 2 we teach discrete computing lessons, which give direct instruction on how to use hardware or software for a particular purpose. We also place an emphasis on teaching children how to use technology to enhance learning in other curriculum areas. For example, using the internet to research a topic or creating a power point to share their learning with others.

### **EYFS**

We recognise the importance in the Foundation Stage of giving children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Early Years learning environments feature computing scenarios based on experience in the real world. In our reception class:

- We use cameras, iPads, video/video clips, apps, visualisers and the internet to make observations and find information about the immediate environment, different locations and places.
- We use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, microscopes, etc.) and research is carried out using first hand experiences and secondary sources.
- Pupils express their feelings, ideas, thoughts and emotions in response to different media and make music using voice, objects, home-made and real musical instruments and a range of ICT.
- Pupils copy adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc.).

### **Key Stage 1**

- Pupils are taught to:
  - Understand what algorithms are and create simple programs.
  - Use logical reasoning to predict the behaviour of simple programs.
  - Use technology purposefully for tasks like word processing, digital painting,

Recognise common uses of information technology beyond school.  
Understand how to keep themselves safe online.

## Key Stage 2

- Pupils build on earlier learning and are taught to:
  - Design, write, and debug programs using more sophisticated logical thinking (e.g., Scratch, Lego spike).
  - Understand computer networks including the internet and how they can provide multiple services.
  - Use search technologies effectively, understanding how results are selected and ranked.
  - Select, use, and combine a variety of software to accomplish given goals, including collecting, analysing, and presenting data.
  - Understand the importance of using technology safely, respectfully, and responsibly

## Teaching and Learning

At Altham St. James' Primary School, we believe in using a variety of teaching and learning methods to help unlock the children's full potential. Our principal aim is to develop the children's knowledge, skills and understanding in Computing.

- The use of '*unplugged*' approaches to help develop pupils' understanding of fundamental Computer Science concepts without using digital devices.
- Plugged activities that enable pupils to practise and demonstrate their understanding using technology.
- Presentation technology to explain or demonstrate concepts to a group or the whole class.
- Small group or whole-class discussions about the *benefits and risks* of technology.
- *individual and paired work* to encourage personal engagement and reflection.

Focusing on *collaborative group work* to promote teamwork and peer learning.

- *Pupil-led demonstrations or peer mentoring*, ensuring it is beneficial for both the pupil presenting and those learning.

Within both Key stages, NCCE scheme of work is used to support teaching of computing with adaptations provided for the cohort and resources available. All

planning is adapted to the pupils needs with simplified and extensions used to support all pupils succeed

### **Computing curriculum planning**

At Altham St. James' Primary School Computing is taught through a topic approach. Our curriculum is carefully planned over a two-year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

### **Assessment and Recording**

Assessment is an integral part of the teaching process. 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. Feedback is given to the children as soon as possible, and the school's Marking Policy will guide marking work. Teachers will record for themselves, at the end of each topic, those children who are not working at the expected standard or are working above the expected standard. This information will be passed on to the next teacher when the cohort moves on.

### **Monitoring**

This subject is led by Mr Haworth, but the whole staff set aside time each year to review standards, monitor curriculum provision and ensure training and resources are up to date. Monitoring takes place through sampling children's work and planning, conversations with pupils and staff, and lesson observations.

### **Impact**

At Altham St. James' we want children to be creative and questioning. Learners should be able to discuss, reflect and appreciate the impact computing has had on their learning, their development and wellbeing. We strive to ensure that our pupils will realise the need for the right balance of using technology in a healthy lifestyle.

### **Resources**

At Altham we regularly review the Computing resources we have available to enhance pupils' knowledge and learning within Computing and ICT. We have a 'wish list' of resources we believe would further enhance learning and we plan to purchase these resources in the future. Currently we have and use: Chromebooks, laptops, Lego/Sprite Kits and BeeBots.

### **Online Safety statement**

All members of the school community have a responsibility for promoting and supporting safe behaviours online. ICT and online resources are increasingly used across the curriculum. At Altham St. James', we believe it is essential for e-safety guidance to be given to the pupils on a regular and meaningful basis. Pupils are taught about copyright and respecting other people's information, images, etc. through discussion, modelling, and activities as part of the curriculum. Additionally, pupils are taught to critically evaluate materials and learn good searching skills. Staff must preview any recommended sites before use. Particular care must be taken when using search engines with the children as these can return undesirable links. We continually look for new opportunities to promote e-safety.

June 2025