St. Peter's CE Primary, Farnworth

Curriculum Policy Computing

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Subject leaders: P. Lynch

Contents Page

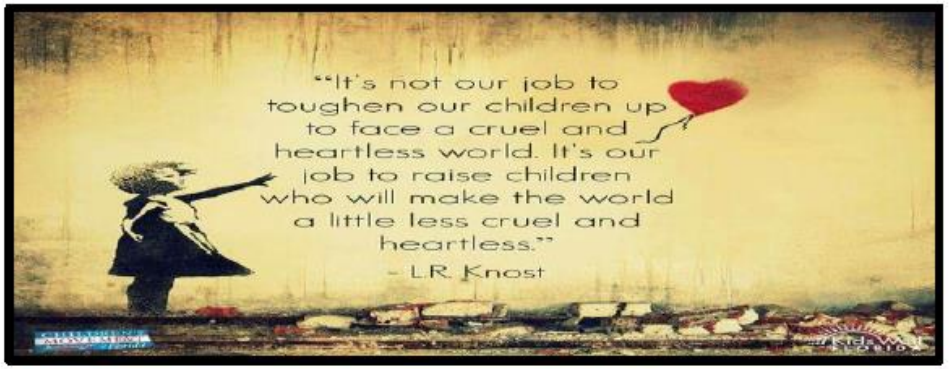
St. Peter's CE Primary, Farnworth

Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

"For I know the plans I have for you", declares the Lord "plans to prosper you and not to harm you, plans to give you a hope and a future." Jeremiah 29;11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

"Learn, Sparkle & Shine..."

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn

Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle

Sparkling is **knowing who I am**, **what I love** and **being proud to be me.**

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine

Sharing kindness, love and joy with other people.

Allow for the development of community spirt – living well together.

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.
Matthew 5;16

"Learn, Sparkle & Shine..."

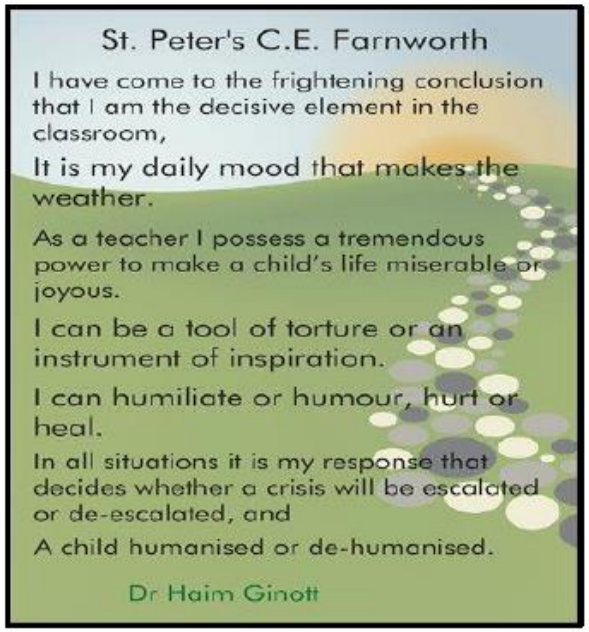
What does "Learn, Sparkle & Shine..." mean?

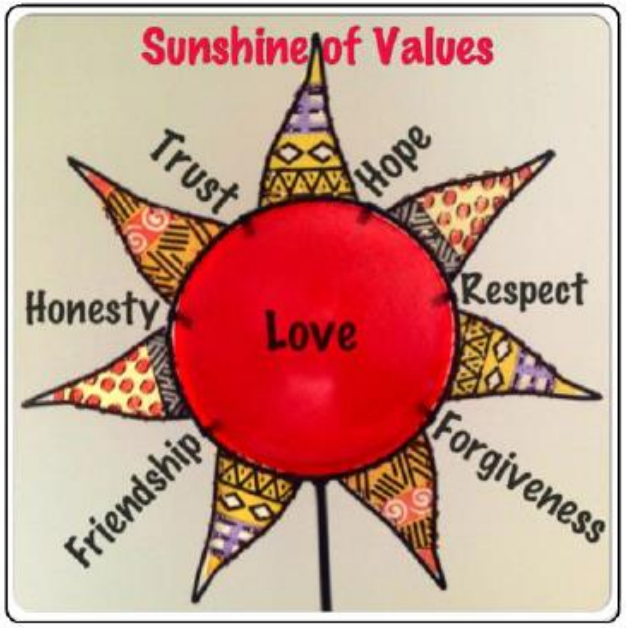


Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration **(learn),**
- encourages positive attitudes, resilience and strong mental health **(sparkle)** and,
- develops positive citizens with strong community (Christian and British) values **(shine).**

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.





"Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us."

Our vision Our children will….	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. **(Learn)**	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. **(Learn)** • Promote the incremental learning theory – growth mindset approach • Reward effort and attribute success to hard work and determination	**Visible consistency**- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken. **Visible collaboration**- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other. **Visible challenge-** The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. **Visible creativity**- The aim of visible creativity is to inspire a love of learning and deepen thinking.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. **(Sparkle)**	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas**. (Sparkle)**	
Shine Allow for the development of community spirt – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. **(Shine)**	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. **(Shine)**	

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **"Learn, sparkle & shine…".**

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.
Please also refer to the Diocesan RE statement of entitlement which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **"Learn, Sparkle & Shine.."** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.
When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can "**Learn, Sparkle & shine...**

SMSC in ICT and Computing

Spiritual

- Explore creativity and imagination in the design and construction of digital products
- Promote self-esteem through the presentation of your work to others
- Explore how ideas in computing have inspired others.
- Create digital products which incorporate your beliefs.

Moral

- Encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety.
- Encourage respect for other people's views and opinions.
- Encourage respect for the computer room and the equipment you use and how this affect s others.
- Encourage respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage.
- Explore moral issues around the around the use of digital technology - For example, copyright and plagiarism.
- Explore the promotion of moral issues through your digital products.

Social

- Encourage students to assist one another in problem solving.
- Encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community.
- Encourage good practice and respect in the use of social networking.

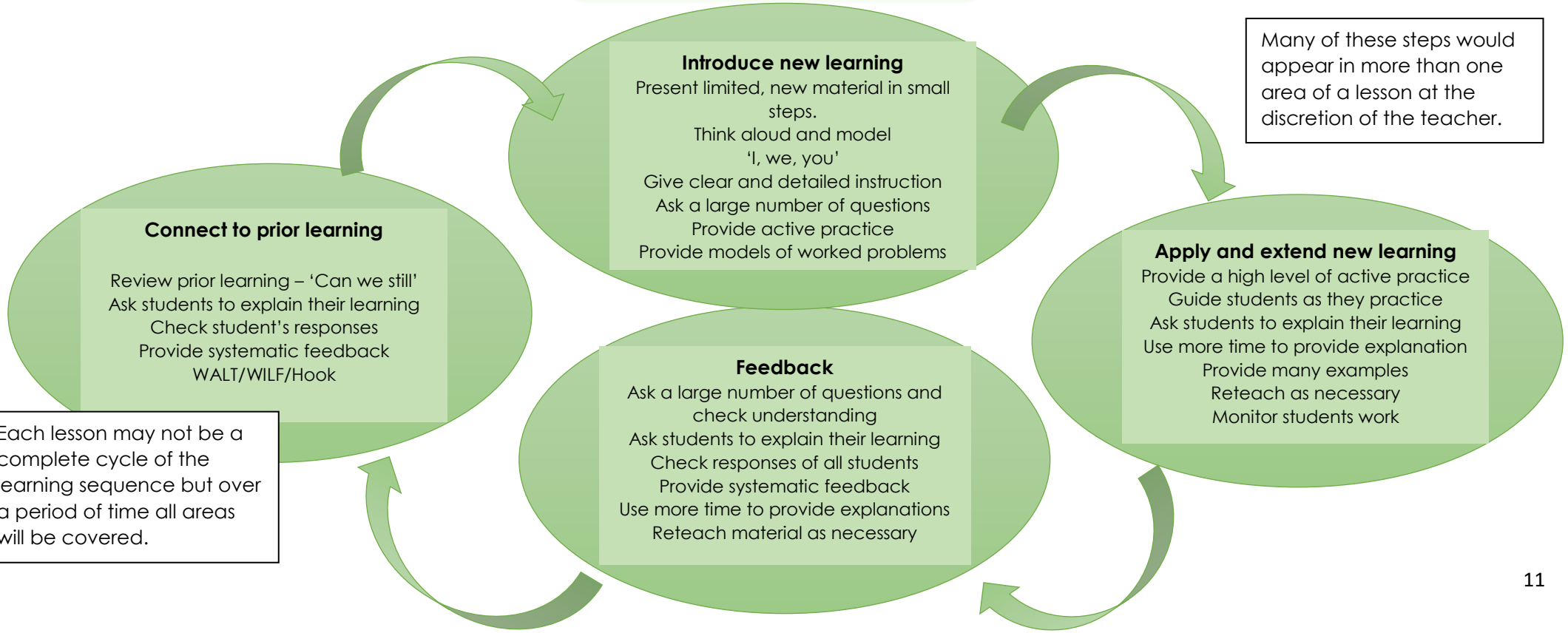
Cultural

- Encourage the sensible use of digital technology in the classroom and homework situations given that you are currently living in a digitally cultural environment.
- Encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology.
- Empowering pupils to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects. Co-ordinates in programming and their connections with Maths and Geography, for example

Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
• Have high expectations for all groups of children • Have strong subject knowledge • Promote independence • Promote confidence • Offer praise and encouragement • Are enthusiastic and positive about learning • Model good learning • Offer high quality conversation and talk	• Have a distinct knowledge base • Are purposeful • Are memorable • Are active • Are engaging • Are focussed • See children and teachers working as a learning team	• Develop basic skills • Meet children's individual learning needs • Broaden and extend experiences • Offer an opportunity to try new things • Are cross curricular if appropriate • Offer first hand experiences through trips or visitors

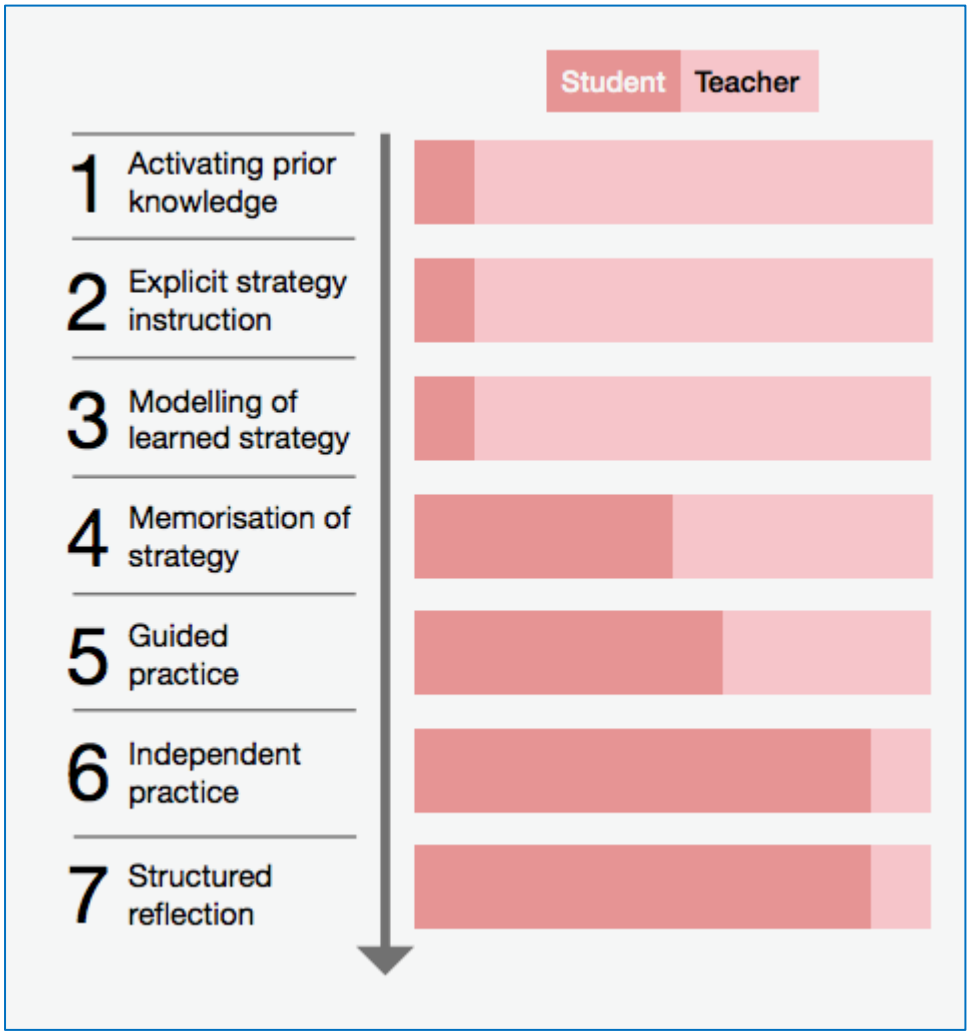
Learning sequence



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!



17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

Regular review is characterised by the phrase – “Can you still?

Rationale

St Peter's School mission in Computing is:

"To improve the teaching and learning, management and administration throughout the school by improving use of modern Information and Communications Technologies".

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school has a responsibility to empower staff and children with the knowledge, skills, understanding and attitudes for such a world. Specifically the school considers:

Technology can contribute across the curriculum by helping to:

- Making information available to all learners in a variety of ways to ensure children absorb and retain it;
- Empower pupils and staff to manipulate words and images;
- Open up access to information in a variety of ways through the Internet and various software packages.
- Offer a variety of ways of presenting information.
- Motivate children to review and improve and create high quality pieces of work
- Programme using a variety of apps and websites, manipulating them to complete tasks.

Technology is essential to the school's management and administration processes by enabling and supporting:

- Effective and efficient administration systems;
- Meaningful management information;
- Effective communications.

This policy and plan sets out the school's long-term aims and objectives to develop Computing in terms of teaching and learning, management and administration within a single strategic plan.

Overall Aims

Throughout the teaching of Computing in both discrete and cross curricular capacities, we aim to provide our pupils with the skills, knowledge and understanding of technology in an ever increasing technologically based society. Many of our pupils already have access to a wide range of technology in their home life such as the internet, mobile phones, TVs, games consoles, tablets etc. Our aim is to develop this skill base and enable our pupils to progress further to gain a greater understanding of a wide range of technology.

Curriculum aims

- Provide all pupils with access to the computing curriculum planned through skills based sessions and purposeful cross curricular topic work, which meets the National Curriculum Programmes of Study;
- Children will enjoy using technology and will approach applications with confidence and a sense of achievement. They will develop as independent learners and problems solvers
- Provide opportunities for all pupils to find things out, develop ideas, make things happen, exchange and share information, review, modify and evaluate their work.
- Use technology to enhance and support subjects across the National Curriculum wherever practically possible;
- Exploit the potential of commercial content (e.g. BBC) and develop resources and skills to be able to produce additional materials from within the school.

- To provide a varied and interesting curriculum with the aid of technology that appeals to all types of learners.
- Allow the children to consider the impact of technology in the wider world, how important it is to use it responsibly and the consequences of its misuse.

Curriculum coverage

Curriculum Design and planning
Computing is an entitlement for all children and the teaching of it takes place in both discrete computing lessons and cross curricular lessons, as well as paired, group and individual work. To ensure cross-curricular elements are being covered teachers use a wide range of hardware and software to support and enhance learning. Children have opportunities to work on PCs, interactive whiteboards and iPads within the classroom through Key Stage laptops, and the use of the ICT suite housing desktop PC's and laptops. The coverage and quality of the curriculum is monitored and evaluated regularly by the computing leader.

Continuity and progression
Skills are not simply taught in one off sessions but are a progression from year to year and built on through the use of other subject areas. Children are required to have a certain set of skills when they leave their primary setting. We aim to achieve these and ultimately aim to encourage our pupils to progress further.
To develop pupils skills throughout key stage 1 and 2 and allow continuity and progression of skills we follow the recommended guidance by the government and use the Bolton Authority Skills Map to ensure progression in key areas from year group to the next.

Principles of Learning and Teaching in Computing

Equal Opportunities and Inclusion
All children have an equal right to progress and learn in this subject and the curriculum is carefully managed by the class teacher and subject leader to ensure quality of provision for all children. It is important to think about the groupings and management of technology so that everyone has equal access to the software and equipment in school. The tasks set using the software and equipment provide an inclusive education for all children in the class irrespective of gender, ability or race.

Special Needs
Children identified as having Special Educational Needs can gain greater satisfaction and confidence through the use of computer aided learning. Activities should be organised with the specific needs of children in mind and additional individual and small group games and activities should be provided for them.

Spirituality
There are many opportunities to develop a sense of wonder in computing. The use of various technical devices can amaze and engage pupils where they might not have previously shown interest. The rapidly changing world of technology seems to grab our pupil's attention and engage them in areas of the world that they may never have had the ability to reach. The use of the Internet provides our children with the opportunity to experience the many wonders of the world through pictures and sounds yet all within the classroom.

Use of Knowledge organisers
Throughout all topics completed within Computing we have knowledge organisers breaking down every skill that needs to be taught. This should be used at the beginning of each computing lesson to recap and quiz previous learning, but also to introduce brand new vocabulary that the children may have not seen before. All planning and lessons should be created using the knowledge organiser as the basis to start from making sure it is all ticked off before the end of the topic.

Record Keeping and Assessment
The children's work and skills are assessed regularly according to the school's curriculum. Samples of work are kept on the school network for each cohort. The school also uses an assessment spreadsheet which tracks the developing skills of each cohort. These are updated during each topic and are essential to identifying areas for development.

Cross-Curricular Computing
Computing and its applications are increasingly related to all aspects of life today. As a result this subject should be linked to all areas of the children's curriculum both in terms of enhancing understanding but also as a tool to aid investigation. Teachers plan to use technology across most of the curriculum subjects. Opportunities to use technology as a means of delivering the lesson and the children using technology to enhance their learning in other subjects will be planned for by the class teacher and subject leaders.

Professional Development
As part of the Computing PD and SPD, identification of staff needs are reviewed annually and training needs met according to this. There is provision for staff to access technology via school computers: laptops and iPad's can be signed out, PCs are available for PPA time in an allocated room. Staff are also able to access the school network via a remote access scheme.

Technical Support
Minor problems are resolved by the technician and larger problems are handed over to the LA ICT Technical team through the service agreement. Technical information is shared with staff on a 1:1 basis and through staff meetings and training sessions.

Internet Access
Rules governing the school Internet access are outlined in Internet Access policy. Enhancing the curriculum

Vocabulary development
Pupils are expected to develop a wider range of vocabulary in all subjects. The use of vocabulary lists, which are situated on the unit Knowledge Organisers, are used throughout school to develop more complex and accurate vocabulary. Children are actively encouraged to use the correct terminology in computing lessons starting in Reception, and this is aided by reviewing the Knowledge Organiser in each lesson. Staff model using the correct words and references through their whole-class teaching and group work.

Active learning
Computing appeals to many of our pupils because it engages all learners. All of our pupils have access to technology and are encouraged to play an active role in learning through the use of technology. IPads are used to engage individuals and groups. The use of interactive tools such as the whiteboards engage pupils in a whole class or group environment. The increase in cross curricular computing opportunities develops the children's computing skills but also allows them to acquire knowledge in other subject areas in a more independent and purposeful way. The use of Key Stage laptops make cross curricular computing easier to enable and engage with.

Provision
Differentiation – all pupils within the class will be catered for through differentiation by the class teacher. This may take the form either through input or outcomes.
Children with Special Educational Needs are provided for according to their specific need. SEN specific software is in school and is used on a regular basis to compliment the work already taking

place. Higher attaining children are provided for through differentiated activities within the class. All pupils are given access to the same curriculum and computing opportunities regardless of their race, gender, age or ability.

Role of the subject leader (link to subject leadership policy)
It is important that class teachers develop excellent subject knowledge for the units of Computing they teach. The subject leader will provide support and guidance for all teachers and should be used as a valuable resource. They also link with the LA to identify and provide training opportunities in line with the needs of individuals.
The subject leader will review the curriculum regularly to ensure standards are maintained and improved and will make a judgement about the overall quality of teaching and learning in Computing each year. This will be done in line with schools self-evaluation policy.

Supporting new staff
All new staff will be asked about their previous experience within teaching Computing. If any help or courses are needed then this will be given on an urgent basis so they can be confident with their curriculum as quick as possible making sure not to affect the children's leaning.

Computing in the foundation stage
Pupils in Reception have the same access to the resources as pupils in Key Stages 1 and 2. All pupils have access to the iPads and the suite. The laptops in the classroom are used as a tool throughout the week to either compliment work in the class or to practice other skills. Technology is used across the curriculum to develop other subject areas such literacy, creative, knowledge and understanding and numeracy.
Pupils are encouraged to find out and identify the uses of everyday technology and use technology and programmable toys to support their learning. Computing is used to develop pupil's co-ordination through mouse control, following the cursor on screen etc.

Resources
There is a trolley housing a number of iPads that is centrally stored. Each classroom has an interactive board being run by a desktop PC or a laptop. Other laptops are also available to support SEN children in class. There are a range of digital microscopes, computer science resources and green screen resources also available. Software is centrally located in the computer suite with the site licenses. Resourcing is visited each year in order to ensure the curriculum is delivered as effectively as possible.