



### Aims

Margaret Roper Catholic Primary School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum, but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils.

### Role and Responsibilities:

Headteacher/SLT:

- Securing technical support service contracts and infrastructure maintenance contracts.
- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ensuring any government legislation is being met.

Computing Lead:

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.

- Ensuring assessment systems are in place for Computing, by updating class trackers on a termly basis.
- Maintaining overall consistency in standards of Computing across the school.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Reviewing the Computing curriculum and developing it as needed.

## **Curriculum**

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 1 to Year 6, which covers strands of Computer Science, Information Technology and Digital Literacy. The scheme of work supports teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential.

### **Key Stage 1 outcomes**

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

### **Key Stage 2 outcomes**

- Design and write 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; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm works 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 worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## **Assessment**

Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.

Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.

Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Children are encouraged to self, peer and group assess work in a positive way during lessons. Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash to exemplify good practice.

Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.

### **Monitoring and Evaluation:**

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Monitoring will be achieved through:

- Work scrutiny
- Learning walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback

Evaluation and feedback will be achieved through:

- Using recognised standards documentation for end-of-year expectations.
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings.

Policy Creation Date: June 2025 (E Jackson)

Policy Review Date: June 2026