Rishton Methodist Primary School

Computing Policy 2024 - 2025

Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it" (Ezra 10:4).

Agreed by Governing Board on January 2025

Policy will be reviewed by January 2027

Created by Mr. Sean Steele (Subject leader)

POLICY PRINCIPLES

Our Computing Curriculum is designed to equip our pupils with the essential skills and knowledge necessary to become responsible, creative, and adaptable users of technology. By fostering these qualities, we aim to enable our children to fully embrace the opportunities presented by the interconnected world.

Our aim is to prepare our Rishton Methodist pupils for an ever-evolving digital landscape. We instil in them the proficiency in computer science, information technology, and digital literacy, equipping them to confidently and effectively navigate the digital world. Moreover, we instil in them a critical understanding of their own and others' online behaviour, empowering them to adopt effective strategies for maintaining their online safety and making positive contributions to the digital community.

As we navigate the digital world, we are reminded of the profound words of John Wesley, "Watch over one another in love." This principle serves as a guiding principle for our digital responsibility, both towards ourselves and others.

The teaching of computing is pivotal in developing active participants in the digital world. Our curriculum aims to empower children to find, explore, analyse, exchange, and present information with precision and purpose. Additionally, we emphasise the development of skills that enable children to use information in a manner that positively impacts others.

Curriculum Design and Delivery

At Rishton Methodist, lessons are meticulously crafted to be both enjoyable and engaging, ensuring it meets all of the requirements of the National Curriculum for Computing. Comprehensive planning documents and exceptional supporting materials are provided for teachers, along with ample opportunities for children to apply their acquired knowledge and skills through innovative and creative tasks.

The early learning objectives within the early years foundation stage guide children in recognising the diverse range of technologies utilised in various settings, including homes and schools. Children are provided with opportunities to select appropriate technology for specific purposes.

From Year One to Year Six, children are expected to receive approximately 45 minutes of Computing teaching per week. The comprehensive long term curriculum map outlines a progressive knowledge-based approach, interweaving recap opportunities across topics and year groups. During each lesson, further recap opportunities are incorporated through prior learning and after-learning quiz-style questioning.

Our Computing curriculum is structured around three fundamental principles:

Digital Literacy

The skill to find, evaluate, utilise, share and create content.

Information Technology

The study and use of systems for storing, retrieving, and sending information.

Computer Science

Focuses on methods involved in design, programming, verification, implementation, and testing.

These threads provide our children with a comprehensive computing curriculum that fosters their lifelong learning journey in the field of computing.

While a high-quality education and a strong Methodist foundation will enable our children to embody our vision of "rise up… take courage and do it" (Ezra 10:4), we strive to create an environment where learning and love for both God and our virtual community thrive.

At Rishton Methodist Primary School, children's learning is recorded in various formats, which are stored within their class/pupil folders on our system. The nature of the evidence is based upon the lesson's outcome, the year group, and the knowledge and skills being developed. This evidence can be in the form of shared learning folders, photographs of practical activities and program usage, and speech bubble comments that relate the learning.

Assessment

Throughout each lesson, teachers evaluate children's learning to ascertain their comprehension of skills and knowledge before progressing to subsequent learning. Teachers employ a diverse range of questioning and retrieval practice questions to assess children against the objectives of the lesson. Furthermore, children will also complete summative assessments at the conclusion of each unit to evaluate their substantive and disciplinary knowledge.

On an ongoing basis, teachers will input formative and summative assessment data into the Sonar tracking system, which will be monitored by the Computing subject leader.

Monitoring and Reporting

Subject leaders will conduct monitoring activities, including lesson drop-ins, pupil interviews, book reviews, and informal monitoring techniques to assess the effectiveness of our teaching and learning approaches. The Computing subject leader will collaborate with the Senior Leadership Team (SLT) to monitor the work and outcomes of students, ensuring that standards are consistently met and exceed expectations. Additionally, the Computing subject leader will provide regular reports to the local governing body on standards, attainment, and progress in Computing.

Teachers will also formally provide feedback to parents annually on their child's attainment and progress in Computing.