

Computing Teaching and Learning Policy

Christ the King RC Primary School



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Background

At Christ the King, our mission statement highlights that within our Catholic environment, children are encouraged to accept moral responsibility for their actions. This ethos is also reflected in our approach to computing, where we believe in using technology to foster creativity, collaboration, and critical thinking.

Together we **WONDER**,
Together we **BELIEVE**,
Together we **SHINE**,
Together we **ACHIEVE**.

This Computing Teaching and Learning Policy outlines our school's approach to delivering high-quality computing education. The policy demonstrates how we fulfil the requirements of the 2014 National Curriculum in England for Computing, including the use of innovative resources such as **Mr P ICT**, **Now Press Play**, **Micro:bit**, and **Raising Robots - Coding Success** to enrich and enhance teaching and learning. This policy is evidence-based and aligned with Department for Education (DfE) guidance and Ofsted expectations for ensuring high standards, breadth, and balance in the Computing curriculum.

1. Purpose of the Policy

1.1 The purpose of this policy is to:

- Set out the school's vision and intent for Computing education, placing particular emphasis on ensuring all pupils acquire computational thinking, creativity, and a high level of digital literacy.
- Outline how the school delivers Computing education through strategies, tools, and partners that broaden participation and engage all learners.
- Ensure compliance with:
 - The 2014 National Curriculum Programme of Study for Computing.
 - Safeguarding requirements and online safety priorities set out in **DfE Keeping Children Safe in Education (2023)**.
 - The school's responsibility is to provide equitable access under the **Equality Act 2010**.

2. Vision and Aims for Computing Education

2.1 Vision

At Christ the King, our vision for Computing education is to inspire and equip pupils to become confident, safe, and innovative users of technology. We aim to prepare them for a rapidly changing digital world by developing their problem-solving, creativity, and critical thinking skills. Pupils will learn not only to use technology effectively but also to understand how it works and how it can be used responsibly in their lives.

We also aspire to engage pupils by looking creatively at inspirational people in the technological world who have helped shape the way we use technology today. Pupils will explore the stories behind these individuals to develop an appreciation of the human innovation driving technological advancements. This will help inspire aspirations and highlight the diverse roles and contributions within the tech industry.

2.2 Aims

In line with the **National Curriculum for Computing**, our programme aims to ensure that all pupils:

- **Understand the fundamentals of computer science**, including algorithms, programming, and logic.
- **Gain hands-on experience in computational thinking and programming**, using tools like Micro:bit and Raising Robots - Coding Success.
- **Become proficient users of digital tools**, capable of creating and applying technology within a variety of contexts.
- **Develop lifelong digital resilience and safety awareness**, so they can engage confidently and safely with online systems and tools.
- **Explore the stories of leading figures in technology**, understanding how their efforts have shaped the tools they use and inspire pupils to see themselves as future innovators.
- **Appreciate the role of Computing in cross-disciplinary learning**, with applications in mathematics, science, engineering, and creative arts.

3. Legal Framework and Statutory Compliance

This policy reflects our school's commitment to meeting all statutory expectations for Computing and safeguarding learners in a digital world. Key guidance documents and frameworks referenced include:

- **National Curriculum for Computing (2014):** Provides the foundation for knowledge, skills, and understanding at Key Stages 1 and 2.
- **Keeping Children Safe in Education (2023):** Specifies the need for an embedded online safety curriculum to safeguard all learners.
- **Equality Act 2010:** Ensures that all pupils, including those with special educational needs or disabilities, can access and benefit from the Computing curriculum.
- **Ofsted Education Inspection Framework (2019):** Sets the parameters for evaluating the intent, implementation, and impact of the Computing curriculum within the broader school context.

4. Teaching and Learning Framework

4.1 Overview of Curriculum Intent

Christ the King's computing curriculum offers sequenced and progressive learning opportunities that balance the three key strands of Computing:

1. **Computer Science:** Building logical reasoning, problem-solving, and modelling skills through topics such as programming, algorithms, and system design.
2. **Information Technology:** Teaching pupils to use digital tools effectively to create, manipulate, and analyse content or data.
3. **Digital Literacy:** Helping pupils understand how to use technology critically and responsibly, especially in an online context.

In addition, pupils will explore the stories, contributions, and achievements of influential figures in the technological world. From early pioneers like Ada Lovelace and Alan Turing to modern innovators such as Tim Berners-Lee and Katherine Johnson, these examples will encourage pupils to recognise the human element of technology and innovation.

4.2 Resources and Tools for Implementation

Mr. P ICT

- **Purpose:** Supports the curriculum with interactive strategies that enhance computational thinking and foster cross-curricular links.
- **Implementation:** Teachers use Mr P ICT to engage students in collaborative and independent digital literacy tasks.
- **Impact:** Enhances pupils' ability to apply computing skills across subject areas.

Now Press Play

- **Purpose:** Immersive storytelling tool that supports active learning in Computing.

- **Implementation:** Provides experiential learning opportunities, particularly useful for SEN pupils.
- **Impact:** Encourages inquiry-based learning and deeper connections to Computing concepts.

Micro:bit

- **Purpose:** Promotes hands-on learning and programming skills.
- **Implementation:** Used for interactive programming lessons to explore coding concepts.
- **Impact:** Builds confidence in computational thinking and problem-solving.

Raising Robots – Coding Success

- **Purpose:** Delivers a learning programme focusing on robotics and advanced coding.
- **Implementation:** Introduces artificial intelligence and engineering concepts.
- **Impact:** Encourages creativity and innovation and fosters future STEM engagement.

5. Equal Opportunities and Inclusion

We are committed to ensuring the Computing curriculum is fully inclusive by:

- Designing differentiated lessons supported by tools such as Now Press Play.
- Providing additional resources, such as switch-adapted technology.
- Offering enrichment opportunities for gifted pupils with advanced programming tasks.
- Addressing gender equity in STEM learning.

This aligns with our legal obligations under the **Equality Act 2010**.

6. Online Safety and Safeguarding in Computing

Embedding safeguarding into our Computing curriculum ensures pupils are prepared to navigate the digital world safely. Online safety lessons include:

- Recognising personal data security risks.
- Understanding responsible online behaviours.
- Identifying risks and reporting concerns.

This provision aligns with **DfE Keeping Children Safe in Education (2023)**.

7. Roles and Responsibilities

7.1 The Computing Subject Lead

The Computing Lead is responsible for:

- Leading the Computing curriculum and ensuring statutory compliance.
- Providing staff training.
- Monitoring curriculum implementation.

7.2 Teaching Staff

Teachers are responsible for:

- Planning and delivering high-quality lessons.
- Ensuring differentiated access to learning.
- Embedding online safety into every session.

8. Monitoring and Assessment

- **Formative Assessment:** Ongoing teacher-led evaluations during lessons.
- **Summative Assessment:** End-of-unit assessments to track pupil progress.
- **Subject Monitoring:** Conducted by the Computing Lead through lesson observations and pupil interviews.

9. Professional Development

We are committed to staff training to ensure high-quality Computing provision. Regular CPD sessions focus on:

- Innovative tools such as Raising Robots and Micro:bit.
- Strengthening understanding of coding and computational thinking.
- Embedding online safety into teaching practice.

10. Links to Other Policies

This policy links to:

- Online Safety Policy
- Safeguarding and Child Protection Policy

- Equality and Diversity Policy
- Teaching and Learning Policy
- SEND Policy

11. Review and Evaluation

This policy will be reviewed annually by the Computing Lead in consultation with the Headteacher, staff, and governors. Feedback and statutory changes will inform updates.