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| **ASHURST WOOD PRIMARY SCHOOL-COMPUTING POLICY** |
| **CURRICULUM INTENT**  At Ashurst Wood Primary our curriculum is designed to facilitate the school vision.  **The aims of our Computing curriculum are to develop pupils who:**   * Are responsible, competent, confident and creative users of information and communication technology. * Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others. * Become responsible, respectful and competent users of data, information and communication technology. * Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. * Can analyse problems in computational terms and have repeated practical experience writing computer programs in order to solve such problems. * Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. * Become digitally literate and are active participants in the digital world. * Are equipped with the capability to use technology throughout their lives. * Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated. * Have a ‘can do’ attitude when engaging with technology and its associated resources. * Utilise computational thinking beyond the Computing curriculum. * Understand the E-Safety messages can keep them safe online. * Know who to contact if they have concerns. * Apply their learning in a range of contexts, e.g. at school and at home. |
| **Implementation Overview**  To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage.  Computing teaching will deliver these requirements through our half-termly units. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered weather combined or discreetly.  We use and follow the Kapow scheme of work from Year R-6, ensuring consistency and progression throughout the school. The Kapow scheme of work enables clear coverage of the computing curriculum whilst also providing support and CPD for teachers to deliver lessons.  Lessons are broken down into weekly units, usually with two units taught per half-term. Units are practical and engaging and allow computing lessons to be hands on.  **Computing at Ashurst Wood Primary.**  At Ashurst Wood Primary, we deliver the Kapaow scheme of work through a two year rolling programme to ensure clear progression of skills in our mixed aged classes, while ensuring that the children have the clear building blocks that they need as they move though their primary education and beyond. We use Kapow as a cohesive scheme of work addressing the statutory aspects of the National Curriculum. As a school, we believe in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential.  **Teaching of Computing in EYFS**  We teach computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the foundation stage of the national curriculum, we relate the computing aspects of the children’s work to the objectives set out in the early learning goals (ELGS) which underpin the curriculum planning. The children have the opportunity to use computers, cameras and other technology suitable to their age. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways**.**  **Teaching of the Computing in Key Stage 1**   * Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction. * Create and debug simple programs. * Use logical reasoning to predict the behaviour of simple programs. * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school. * Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have   concerns about content or contact on the internet or other online technologies  **Teaching of Computing in Key Stage 2**   * Design, write and debug 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 * Use logical reasoning to explain how some simple algorithms work 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 world wide web; and the opportunities they offer for communication and collaboration. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report   concerns about content and contact.    **CURRICULUM PLANNING**  Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different computational components and alike other subjects discreet vocabulary progression also form part of the units of work. We follow the scheme of Kapow which follows a well-structured and sequential lesson plan that can be adapted to meet the needs of the children. The scheme allows children to progress their skills on from the previous year and progress their own skills during the unit through a range of computer-based activities. Each of the activities has a clear purpose that has been identified as being the main outcome of the lesson.  The topics studied in computing are planned to build upon prior learning to ensure there is progression from EYFS up to Year 6. While we offer opportunities for children of all abilities to develop their skills and knowledge in each topic, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through our school. |
| **SPECIAL EDUCATIONAL NEEDS**  All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. If there are areas where children are not making expected progress then class teachers will work alongside leaders and our SENCO to set specific targets within lessons to boost progress and attainment. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.  **SAFEGUARDING: ONLINE SAFETY**  As part of the school’s commitment to safeguarding and child protection, we support the Government’s Prevent strategy. We aim to keep children safe from terrorist and extremist materials by using suitable filters and teaching pupils about, and informing parents of, internet safety.  We have a safe internet usage policy for staff and children. Teachers are not permitted to use personal devices to record children. Parents must sign an online safety agreement following discussions with their child and return it to school before children are allowed access to the internet. Children’s images are not shown on our webpage without parental permission and only first names of children are used.  Online safety is regularly taught to ensure children know what safe practice is and how to deal with situations that make them feel uncomfortable online. We ensure online safety has a high profile at Ashurst Wood.  We ensure this is maintained and that pupil needs are met by the following:  • A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.  • Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.  • A curriculum that is threaded throughout other curriculums and embedded in the day-today lives of our pupils. Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.  • Scheduled pupil voice sessions and learning walks steer changes and inform training needs.  • Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.  • Filtering and monitoring systems for all our online access.  **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**  Here are some examples of how our broader curriculum promotes the development of SMSC through computing…  **Spiritual:**   * By wondering at the power of the digital age – using the Internet. * Understanding the advanced and limitations of ICT.   **Moral:**   * By teaching the importance of Internet and online safety when working online using a variety of different platforms. * Ensuring the children have the knowledge and tools to report any instances of bullying, cyber-bullying and online safety issues. * Exploring the moral issues around data and sharing information.   **Social:**   * By highlighting and teaching ways to stay safe when using online services and social media. * Teaching and discussing the different ways that the Internet has impacted on communication. * Preparing the children for the challenges of living and learning in a technologically enriched increasingly interconnected world. * Ensuring the children acknowledge advances in technology and appreciation for human achievement in a technological world. * Making clear the guidelines about the ethical use of the Internet and how we keep others and ourselves safe by discussing the moral and social implications of cyberbullying.   **Cultural:**   * Providing the children the opportunity to learn about different cultures through the use of the Internet and online platforms – such as Newsround, Picture News and First News. * Providing the children opportunities to explore human achievements and creativity in relation to a worldwide communication platform. * Opportunities to develop a sense of awe and wonder at human ingenuity.   **ASSESSMENT & RECORDING**  Staff are provided with the curriculum framework from the Kapow Whole school curriculum, which ensures that children across all key stages are provided with opportunities to achieve end of key stage expectations. This framework includes a clear progression of skills which ensures that children are making progress. Staff can therefore use the progression documents to ensure that any gaps in pupils learning are targeted and filled.  Each child has their own individual folder on the shared area within the school’s network to save their learning into. Alternatively, each class teacher or child (dependant on year group) keeps records of learning in their computing book. Teachers use this evidence as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year. Each child in KS2 also has their own Scratch logins with a class group, in which the teacher creates studios as another alternative way of children logging ‘live’ coding.  **MONITORING & REVIEW**  Close monitoring of lessons and learning along with reviews will be made by senior leaders and the Curriculum team. This will allow us to observe learning and outcomes within the curriculum, allowing us to gain feedback around what is going well and what are the ways to grow and move forward with children of all backgrounds and abilities. The Curriculum team uses an annual action plan to ensure measures are taken to review, evaluate and develop the effectiveness of computing across the school.  All teachers are expected to keep track children’s work.  Monitoring will be achieved through:  • Pupil discussions and interviewing the pupils about their learning (pupil voice).  • Governor monitoring with our subject computing link governor.  • Moderation staff meetings with opportunities for dialogue between teachers.  • A reflection on standards achieved against the planned outcomes.  • Learning walks and reflective staff feedback (teacher voice).  **IMPACT**  At Ashurst Wood, we aim to equip pupils to use computational thinking and creativity to understand, adapt to and change the world. Our curriculum allows children to experience and use technology in a wide range of situations purposefully and effectively to achieve across the curriculum spectrum. This enables our children to thrive and make good progress to achieve positive, meaningful outcomes in a range of ways across different hardware’s and software’s. Furthermore, as well as for bespoke purposes, our children use technology side by side with their day to day learning and lives within school so it is fully embedded in their way of living and learning. As technology advances, we equip pupils to use it in school, but also out of school, safely and responsibly to enhance their lives now and in their future lives and workplace.  We measure the impact of our curriculum through the following methods:   * Pupil discussions and interviewing the pupils about their learning (pupil voice). * Governor monitoring with our subject computing link governor. * Moderation staff meetings with opportunities for dialogue between teachers. * Photo evidence and images of the pupil’s practical learning. * A reflection on standards achieved against the planned outcomes. * Learning walks and reflective staff feedback (teacher voice). |