

Baines' Endowed Church of England Primary Academy

Computing Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Intent

The aims of Computing are:

- To enable all children to learn, and develop their skills, to the best of their ability.
- To meet the requirements of the national curriculum programmes of study for ICT and Computing.
- To respond to new developments, utilising current skills to assimilate new technology.
- To motivate pupils by arousing a sense of curiosity and wonder.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To enable children to be creative and to develop their own thinking.
- To develop an understanding of how to use ICT safely and responsibly.

Key skills taught within Computing.

- Communication (speaking and listening)
- Application of number and other mathematical skills
- Working with others
- Improving one's own learning and performance
- Application of thinking skills
- Problem-solving.
- E-Safety, safe and responsible use of technology.
- Understanding of how basic programs and applications work: use this knowledge to create their own programs and applications.

Throughout the rest of the curriculum, teachers apply the skills taught in Computing to enhance outcomes of other subject areas. This continual practice means that pupils gain familiarity with the tools available to them as well as develop their Computing skills further – giving real meaning to learning in Computing.

Implementation

The National Curriculum objectives are delivered through 'Purple Mash Computing'

1. There is a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children.
2. Through the medium-term plans there is clear guidance on the objectives and teaching strategies for each topic. Each topic has schemes of work to work through.
3. The short-term plans guide teachers through each lesson, within the topic. They set out the learning objectives for each session, and identify what resources and activities are needed in each lesson.

All plans are readily available from each class teacher on Google Drive. Plans are also made available for support staff working in the classroom during the lesson as appropriate. Planning is used to set clear, achievable goals, it aims to ensure that work is well matched to pupils' abilities, experience and interests.

In the Early Years Foundation Stage, we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Foundation Stage Curriculum. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

Teachers use a variety of different learning strategies to deliver plans, referring to the SEND policy, behaviour policy and any other relevant policies, to ensure that all children have access to the Computing curriculum. Learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the whole class or working with small groups if more appropriate, or individual and independent work.

- Whole class teaching may be suitable for acquiring knowledge.
- Small group discussions may give opportunities for investigation work with artefacts.
- Role-play and simulation activities may help develop understanding and empathy.
- Individual activities for example research or recording tasks encourage independence.

Where possible and appropriate, educational visits are included within the curriculum, helping to bring the curriculum to life for the children. People with a particular interest or expertise in a particular topic or area may be invited into school to work with the children. Such visitors may include parents, grandparents, other family members, neighbours and the local community.

As part of the school's homework policy, all children will be given tasks to complete outside of school. This could involve completing specific tasks or more general research activities which may utilise the skills taught in school.

A variety of teaching strategies are employed throughout the school for Computing, including:

1. Discussion – at all levels this is a key element of the teaching and learning in Computing. Children discuss issues/stories/experiences in pairs, small or larger groups and as a whole class. Discussions are always closely focused by the class teacher and children are taught the skills of active listening, clear presentation and respectfully commenting on others' ideas. This element is prevalent in Digital Literacy but followed up by a core task to exhibit their understanding.
2. Circle time – again this can be employed at all levels. The process of circle time may be adapted to suit the skills of the class and the confidence of the teacher, but always the main criteria are maintained:
 - ◆ All children are given the opportunity to contribute.
 - ◆ All children have to listen respectfully to everyone else's ideas or experiences
 - ◆ All children have the opportunity to pass should they feel unable or unwilling to contribute at that particular time.
3. Drama/role play – this is a wonderful way of bringing curriculum areas to life – children acting out stories or developing their “own versions” helps to commit them both to mind but also to heart. Hot-seating also encourages empathy, helping the children a deeper understanding of the subject matter.
4. Story telling – Another vital way of exploring others' experiences and learning from them. Story telling is an age-old way of allowing the listener to enter into other situations and interpret difficult emotions.
5. Investigation/problem solving – This element is key in helping children develop decision-making skills in a safe “pretend” scenario – often raising issues they may tackle for real as they grow older.
6. Art and craft tasks –Perhaps to create a visual record of the work undertaken or to help children in the careful exploration of emotions and “real life” situations. This can often aid recall and understanding of material covered and allows the teacher to refer back readily to previous work undertaken.
7. Written/printed recording – A useful tool to promote understanding and recall of vital elements of the curriculum. This could include imaginative story writing, descriptive pieces, reports, notes taken on information found, graphs, charts or tables to express information found. It may also include other recorded evidence e.g. taped interviews/podcasts, videos or presentations.
8. Visits - As already stated visits are encouraged throughout the school as a way of bringing Computing alive to the children. There are facilities available for the school to use when hardware or software is needed that the school may not have readily available. Adults willing to come into school are also a very valuable resource. Children can be free to ask questions, and a new face can sometimes alter perspectives and challenge viewpoints.
9. Google Classroom - Due to the pandemic, Google Classroom has become an integral teaching and learning tool. Used in a variety of different ways to support

learning both in and out of school. It can be used to set homework tasks, along with any additional learning or to support children at home, in isolation.

10. The contribution of ICT and Computing to other subjects

English - Computing contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Classes are able to use iPads to display e-books, write their own pieces of work or record explanations to others. Children are able to use their own personal Google logins to create individual, paired, group or even whole-class pieces of writing. As their skills progress, they are taught how to evaluate their own and other's work, provide suggestions for improvements as well as responding to online prompts from their teacher.

Mathematics - Computing teaching contributes to the teaching of mathematics in a variety of ways. Throughout the school, software is used to assist children in their learning of mathematics. Some programmes are accessible on the internet so that children can use them in school and also at home. The new Computer Science curriculum elements allow children to practise skills such as coordinates and position and direction aspects as well as inequalities and equations.

Personal, social and health education (PSHE) and citizenship - Computing contributes significantly to the teaching of personal, social, citizenship and health education. Every year group is taught about e-safeguarding as part of their Digital Literacy units.

Spiritual, moral, social and cultural development - When teaching Computing we contribute to the children's spiritual development where possible. Children learn about anti-bullying and the rules of using Computing as a social networking facility.

Computing is generally used in other subjects to present work and research information. Where possible, it is used to assist all subjects in the National Curriculum.

Resourcing

There are sufficient resources for all Computing teaching units in the school. There are currently banks of 10 Chromebooks, within classrooms as well as Ipads in EYFS and Key Stage 1. The subject leader has access to the budget for buying resources as well as for general curriculum requirements. The IT budget is used for the purchase of new equipment and replacement of outdated/broken technology whilst the curriculum budget is used for the benefit of the Computing curriculum only. The Computing lead keeps up to date with new and upcoming technology through workshops and online research. Then evaluate its uses and abilities to enhance the teaching and learning of Computing as well as other curriculum subjects to continually provide the best opportunities for children at our school.

Pupils and staff read, sign and agree to the terms set in the Acceptable Use Policy when using school equipment. Those failing to do so, will be dealt with according to the procedures set out in the Acceptable Use Policy.

Equal Opportunities & teaching children with additional need

For general details with regard to provision for children with additional needs please see our agreed Special Educational Needs, Able, Gifted and Talented and Ethnic Minority Achievement Policies. All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give all pupils relevant and appropriately challenging work at each key stage.

We modify for less able children by:

- ◆ Choosing material from an early year group/key stage if appropriate.
- ◆ Consolidating, reinforcing and generalising previous learning as well as introducing new knowledge, skills and understanding.
- ◆ Using more simplistic programs and equipment
- ◆ Focusing on a more limited range of elements within the syllabus if necessary.

We modify for more able pupils by

- ◆ Choosing material from a later year group/key stage if appropriate.
- ◆ Providing more open ended, investigative tasks.
- ◆ Adding to the complexity of the tasks and concepts presented.
- ◆ Using a wider and more demanding range of resources.
- ◆ Using questioning to challenge rather than expecting them to produce more recorded work than other pupils.
- ◆ Providing the opportunity to partake in school or local events.

Assessment, Recording and Reporting

Assessment in Computing is carried out in line with the schools agreed Assessment, Recording and Reporting Policy.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence teachers are able to: -

- Identify what has been taught and, more importantly, learnt.
- Monitor pupils' progress in acquiring the knowledge, understanding and skills in Computing.
- Monitor pupils' progress in cross-curricular elements.
- Establish pupils' needs as a basis for future planning and teaching.

Teachers continually collect evidence of pupils' attainment in a variety of ways, including: -

- Observing a pupil at work, individually and in groups.
- Questioning, talking and listening to pupils.
- Considering materials produced by the pupils and discussing these with them.

- Marking children's work, or collecting the evidence as part of a topic/ unit portfolio.

Involving children in assessing their own work helps them to understand better their own strengths and needs. It is vital in ensuring children know how to move forward in their learning, the next steps. Children are given the opportunity to evaluate their own and other's work in order to progress their learning and think critically.

Class teachers keep their own records and are responsible for reporting to parents. Progress in Computing is officially reported to parents on an annual basis as part of the School Report, however parents' evenings and arranged meetings with staff help parents gain an understanding of both the curriculum and their child's progress.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- ◆ To show an individual pupil's performance/progress against agreed levels of attainment.
- ◆ To show which aspects of the subject have been covered.

The subject leader keeps samples of children's work on Purple Mash, from each year group. These demonstrate what the expected level of achievement is in Computing for each age group in the school.

The Role of the Subject Leaders

The Computing lead is responsible for:

1. Sharing the co-ordination of Computing throughout the school; ensuring that the curriculum is developed in compliance with the National Curriculum, Literacy and Numeracy Strategies and other relevant guidelines. Ensuring the curriculum provides appropriate opportunities and experiences to enhance standards of achievement in the subject.
2. Assessment and target setting for the subject.
3. Working to support staff and to extend their knowledge and expertise in delivering the subjects.
4. To devise ways of, and support for staff in their planning for, SpMSC development and all other cross curricular themes within the subject.
5. Ensuring that the curricular provision is regularly and systematically monitored, reviewed and evaluated.
6. Ensuring that the evaluation leads to action to constantly enhance provision.
7. Keeping abreast of current developments by attending relevant in-service courses. Keeping colleagues informed of professional developments by sharing information gained.
8. Promoting parental interest and understanding of the school's provision and suggesting ways in which they can work in partnership with us.
9. Devising long and short term plans for the subjects, including budget forecasts.

10. Providing and organising suitable resources, ensuring that the resources are tidily boxed and labelled to make them accessible to staff. Ensuring the resource area stays tidy.
11. Providing an inventory of all resources, updating it annually and submitting it with bids for the following year's resources.
12. Controlling and handling of the budget for the areas.
13. Organising and leading INSET for the areas.
14. Leadership of a group when reviewing the curriculum

Impact

Monitoring and evaluation is carried out to enhance the teaching and learning of Computing within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Computing within their own classroom in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried out at the end of each lesson by the class teacher and an evaluation of the overall curriculum (that the syllabus is fully implemented) is carried out by the subject leader.

An important element of the subject leaders' role is that of monitoring the effectiveness of provision in Computing. Pupils' progress and performance is evaluated taking account of factors, which may influence this, including teaching methods, resources, schemes of work and accommodation.

Monitoring takes place in a number of ways:

- ◆ Assessment of recorded work (Purple Mash) and displays
- ◆ Classroom observation, if and when appropriate
- ◆ Discussion/questionnaires with individuals or groups of children
- ◆ Discussion/questionnaires with members of staff.

Review

Date of last review: 6th March 2023

This policy will be reviewed regularly by the Computing lead.