Sunning Hill Primary School

Computing Policy

Linked Documents:

National Curriculum 2014, Teaching and Learning Policy, Inclusion Policy, Assessment Policy, SEND Policy, Able, Gifted & Talented Policy

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Linked Policies: *Online Safety Policy*

COMPUTING POLICY

Our school values - Building a Bright Future Together

At Sunning Hill Primary, we instil self-belief and promote independence that allows children to become aspirational and committed, life-long learners. Our journey together provides our children with opportunities to learn and grow and encourages them to be curious about the world.
Our children are encouraged to take responsibility for themselves, show resilience and be proud of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.
Our Sunning Hill family work together to ensure our children are happy, kind, charitable and respectful. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take risks and learn from their mistakes.
These foundations provide a strong base for building a bright future together ensuring equality for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.
The education of pupils in online safety is another essential part of the Computing provision. Children and young people need the help and support to recognise and avoid online risks and build their resilience. Online safety is a focus in many areas of the curriculum and staff reinforce online safety messages across the curriculum.

<u>Aims:</u>
The national curriculum for computing aims to ensure that all pupils:
♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
♣ are responsible, competent, confident and creative users of information and communication technology.

Children should develop ICT skills that will allow them to enjoy and appreciate ICT. They should be able to choose relevant and use appropriate applications in a range of different situations with confidence to achieve a desired outcome. Pupils will develop practical skills and be able to apply these to the solving of relevant and worthwhile problems, understand the capabilities and limitations of ICT and the implications and consequences of its use. ICT skills are recognised as supporting all areas of the National Curriculum.

Curriculum Implementation for Computing

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The computing curriculum is delivered as a discrete subject and cross -curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes a computing curriculum that is progressive and allows children to build upon previous learning.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- The computing curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education. As a school we have developed our own matrix to provide challenge and opportunities for deep learning.
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups. This helps the children to articulate their knowledge and understanding.
- Working walls/displays show the building of knowledge and skills over the course of a unit. A Computing Good Work board reflects whole school knowledge and skills of units being taught on a half term basis.
- Collaboration is promoted at all levels of school life. In lessons, children regularly have the opportunity to work in groups or pairs.
- Homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Feedback is given verbally and through peer assessments. The purpose of any feedback given is to move a child forward with their learning. (See Marking and Feedback Policy)
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

Curriculum Impact for Computing

Through the clear and aspirational intent and structured and rigorous implementation of the computing curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in computing. The impact of this is measured in the following ways;

- Monitoring of the subject through, planning, learning walks, lesson observations, assessment reviews and pupil discussions to measure the impact of computing in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through drop-ins, pupil voice and assessment reviews. This information is used to plan staff meetings and external training opportunities.
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching corrects misconceptions within lessons and children are targeted within lessons to support in diminishing differences.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.