



Computing Policy

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Intent

Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

In all we do in teaching and using computing technology, we must be teaching skills that help pupils now, but also keep a keen focus on teaching transferable knowledge, skills, thinking and technological confidence, that will enable students to learn how to effectively use, enjoy and thrive when using technology that is not even invented yet.

School Aims and Aspirations for pupils:

- Provide a relevant, challenging and enjoyable computing curriculum for all pupils.
- Meet the requirements of the computing national curriculum programmes of study.
- Use computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To develop the understanding of how to use technology (particularly online technology) safely and responsibly.
- Use technology to increase our flexibility to meet the individual needs and abilities of each pupil.
- To equip pupils with the confidence and capability to use computing skills and knowledge throughout their life.

Implementation

The school's overview long term plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all of the skills in the computing assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

Overview of content

The Early Years Framework states that "Every child deserves the best possible start in life and the support that enables them to fulfil their potential" and that each child has the right to "a secure, safe and happy childhood". The framework also state that "high quality early learning" provides the "foundation children need to make the most of their abilities and talents as they grow up." In light of this the aims for Early Years in relation to technology are that:

- Staff plan and introduce use age appropriate computer software ICT hardware for children to interact with as part of a high quality learning environment.
- Children recognise that a range of technology is used in places such as homes and schools.
- They know that technology can be used for a range of purpose and begin to select and use technology for particular use such as recording an observation or finding out information.
- Children recognise some ways to keep safe when using technology and going online.

Aims of the national curriculum for Ks1 and Ks2

- 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 technologies.

The Curriculum is delivered by:

- Weekly computing lessons in KS1 and KS2.
 - In Early Years computing is taught through play-based learning to promote purposeful use of technology, curiosity and investigation.
- Ensuring full coverage

- Each phase creates long and medium term planning across topic cycles to structure the curriculum as an overview to support weekly planning.
- Purple Mash units are used to plan and teaching creative and engaging lessons (with the support of additional apps and online resources for certain units such as coding). This follows a two year cycle guided by purple mash to ensure coverage and progression.
- Linking learning, where possible, to the termly topic to enhance engagement and deepen learning.
- Planning reflecting the importance of spoken language in pupils' development across the whole curriculum.
 - The quality and variety of language that pupils hear and speak are key factors in developing their technological vocabulary.

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has a computing lead, who is responsible for ensuring the implementation of this policy across the school.

Enrichment and the wider community

Outings or visitors will be organised when appropriate. (eg: Duxford IWM where advancement of technology in aviation is discussed).

An upper KS2 coding club is run on a weekly basis, which is child led and aims to foster a love of coding as well as increase independent exploration and curiosity of the subject.

Impact

We would expect to see pupils developing their knowledge, skills and technological thinking, which will allow them to transfer what they have learnt to new contexts, new technologies and new challenges.

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessments occurs regularly as teachers assess children's computing capabilities through observations in lessons, discussions with pupils and re-planning work where necessary to address misconceptions or reinforce particular learning points. Teachers assess the pupil's work by making informal judgements as they observe them and their work during lessons.

Summative assessments are completed at the end of a unit of learning. Teachers are required to make a Below/Towards/At/Greater Depth judgement against each assessment criteria. At the end of the year a judgement is made based on all work covered and this is passed on to the following year's teacher and shared with parents.

Work may be saved on the school network and often printed if this suits the task. Work should be saved in pupil's Purple Mash folders, if this suits the task. Evidence may be gathered through final pieces of work, unplugged activities, on-going observations within lessons, floor books or through conversations with pupils.

Computing is not assessed against the EYFS framework but is used to teach in other areas of the children's learning.

Subject leaders are expected to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- Maintain resources and advise staff on their use.
- In conversation with the school business manager and Head teacher, manage their curriculum budget.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

SEND policy

Equality and Diversity Policy

Early Years Policy

Esafety policy

Marking and Feedback policy

Health and Safety policy