Chapel End Primary School
Computing Policy

'Mission Statement.'

We aim to provide our children

with the highest possible standard

of education, through quality

teaching and learning, in a happy

caring environment.

We will do the best WE can to enable our children to do the

best THEY can.

This policy was approved by:	Full Governors
Date	Autumn 2024 2025
Review Date	Autumn 2026 2027

Intent

We are living in a rapidly changing technological world. Some of the careers that our children will enjoy and technologies that they will be using may not even be invented yet. As a consequence of this, our curriculum aspires to develop children's knowledge and transferable skills so that they can use them to access technology both now and in the future.   E-safety is threaded progressively through our curriculum and teaches pupils how to be respectful, tolerant and safe whilst online. Our teaching and learning approach challenges children to develop their skills and independence as they learn about digital literacy, computer science and information technology. We operate a curriculum that is flexible within each year group. This allows teaching staff to make links with other areas of the curriculum to enrich the overall learning experience. We intend to review and update the computing curriculum annually to stay in line with up-to-date programs and resources. The teaching and learning of Computing at Chapel End Primary School supports all pupils to become responsible global citizens.

We will do the best WE can to enable our children to do the best THEY

can.

<u>Aims and objectives:</u>

The aims and objectives of learning Computing are:

- To help to prepare children for the developing world.

- develop an understanding of how technology makes a difference in all aspects of life- at home, at school and in the workplace, as well as considering the impact technology has had on society over the years.

- To develop Computing skills that can thoughtfully applied in a range of different situations, with children developing increasing independence in the choices they make over which technology to use to help them reach the desired outcome.

- To become increasing confident in the application of their digital skills, becoming increasingly efficient and effective communicators, collaborators and analysts, showing imagination and creativity in their use of computing in different aspects of their learning and life beyond school.

- To give children the skills to use computing to enhance their learning in other curriculum areas.

Implementation

The Curriculum

- At Chapel End Primary School, we use materials provided to us by NCCE "Teach Computing" to support the delivery of Computing.
- Skills are mapped out from EYFS to Year 6 to ensure that there is progression and challenge.
- The curriculum and skills base are continually reviewed and updated so that they are up to date with ever changing technologies.

- The flexible 'in-year' design of the curriculum allows for effective links with other curriculum subjects to be effective.
- The British values of respect and tolerance are threaded through the curriculum.
- E-safety is an integral starting point for each year group.

Organisation

- The computing curriculum is taught in all year groups for between 45 minutes and 60 minutes each week and this is where 'new learning' occurs.
- Computing skills are utilised to support learning in other subjects.
- Children record save and record work that they have completed in their own online folders on the school drive.
- Learning is documented on ClassDojo.
- Each year group is responsible for producing a display that reflects a unit of learning from their current year.

Planning

- Teachers planning is supported by guidance provided by "Teach Computing"
- Teachers have the flexibility to modify lesson suggestions to better contextualise units of work for their class. Knowledge, skills and vocabulary remain but the focus and outcome of each lesson can differ from "Teach Computing"

Teaching and Learning

- Lessons are delivered in the Chapel End computing suite on computers or in classrooms using ipads or laptops, depending on the required software.
- Children are taught how to log on to the system, access programs and save work in Key Stage 1 and this is an independent expectation by Key Stage 2.
- Teachers demonstrate skills that they have researched on the "Teach Computing" website to the children.

- Teachers challenge children to use skills that have been taught to complete activities independently.
- Each lesson contains opportunities for speaking and listening when children are sharing ideas or learning outcomes.

Assessment and feedback

- Children's progress and attainment is assessed by the teacher in each lesson.
- Feedback is given verbally so that it can have an immediate positive impact on learning.
- At the end of each unit, teachers evaluate the outcomes of children's work and grade it as working towards, working at or exceeding the expected standard for the year group. Year group skills progression documents are used to support this process.
- Grades are communicated with the Assessment Leader at Chapel End Primary who charts them and informs the Computer subject Leader.

Monitoring

- Autumn- Data analysis
- Spring- Pupil interviews and online folder scrutiny
- Summer- Computing suite display check and data analysis

Roles and responsibilities

Pupils

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN'*
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.

Teachers

- Use the "Teach Computing" website to plan lessons that challenge their current class.
- Use the courses provided by "Teach Computing" to support their own subject knowledge.

- Deliver lessons that are fun and offer a wide range of teaching and learning approaches.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide feedback that supports the development of learning.
- Review online folders to ascertain the attainment and progress of each child within their class.
- Use school-based resources to support the resources offered on the "Teach Computing" site.
- Seek out CPD opportunities to improve their own subject knowledge.
- Adapt "Teach Computing" units to contextually suit the class and wider curriculum.

Subject Leader

- Create a subject intent statement with the staff.
- Write the computing policy and update it every 2 years.
- Ensure that knowledge, skills and vocabulary are progressive across the Key Stages EYFS 1+ 2.
- Continually update skills and software in line with changes in technology.
- Ensure that links are made with other curriculum areas.
- Train staff in the use of the "Teach Computing" site and resources.
- Monitor the progress and attainment of children in Computing.
- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to Computing.
- Report to Governors regarding the teaching and learning of Computing at Chapel End Primary School.
- Use a yearly budget for Computing to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in Computing and adapt the curriculum accordingly.

Headteacher

- To ensure that the subject leader in undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Headteacher and subject leader are carrying out their duties effectively.

Impact

By completing the Computing curriculum at Chapel End Primary School children will have developed:

- Transferable skills that they can use in later life both at home and in the workplace.
- Confidence when using speaking and listening skills.
- Independence and resilience.
- Respect and tolerance for others.
- Their own ability to stay safe online
- Knowledge of who to communicate with if they do not feel safe online.
- Digital literacy, computer science and information technology skills that give them a solid foundation to build upon in High School.