



## **Subject Policy**

### **Computing Subject Policy**

#### **Contents Page**

1. Abberley Parochial V.C. Primary School vision and values
2. Intent
3. Implementation (including time allocation)
4. Impact (including monitoring of standards)
5. Curriculum content overview
6. Subject skills progression
7. Assessment/inclusion and challenge
8. Cross-curricular and IT links
9. Roles and expectations of staff
10. Staff development and expertise
11. Subject Development

## 1. Vision and values – inspiring hearts and minds

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

## 2. Intent

Through computing at Abberley Parochial V.C. Primary School, we will equip our pupils to use **creativity** and **curiosity** to understand and change the world. 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 construct programs, systems and a range of content. Computing also ensures that pupils become digitally literate and able to clearly communicate information, 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.

Pupils will be well equipped with the knowledge and skills required to know where to go for advice, which adults they can trust for help and will have in depth understanding of how they can keep themselves safe and others while online.

Pupils will explore our school values and attributes and will be encouraged to ask questions, reflect, and gain an understanding on how these values can contribute to preparing them for life and work in an ever-changing technological world.

*“If we teach today as we taught yesterday, we rob our children of tomorrow.” John Dewey*

## 3. Implementation

At Abberley Parochial V.C. Primary School our computing curriculum consists of units of work from KAPOW, J2E, CEOP and Microsoft resources. The curriculum has been tailored to the needs of Abberley pupils. Pupils are taught in ½ term blocks of 6 lessons (1 hour each lesson) and are timetabled for three blocks during a school year. There is a two-year rolling program so pupils in mixed year group classes are not repeating the same unit. Each year group builds upon previous skills and knowledge. The curriculum is split into three main areas of learning: Computer Science, Information Technology and Digital Literacy. Within these areas pupils learning will include:

Computer Science – Hardware, Networks and data representation, Computational thinking and Programming.

Information Technology - Using software, Using email and the internet, Using data and Wider use of technology.

Digital literacy – How to stay safe online.

Each of these areas has a clear progression of skills and knowledge which the pupils will build upon previous understanding from EYFS through to Year 6. All pupils in KS2 have the opportunity to take part in a residential whereby they use their computing skills to collect data and information digitally and then create

their own digital film using computing skills.

#### 4. Timetable Allocation

EYFS	Computing is incorporated within the EYFS curriculum
Year 1	Computing units are timetabled throughout the year on a half- termly rolling cycle. Pupils will receive one hour per week for three half-terms of computing teaching.
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

EYFS/ KS1 classes have stand alone PC's which the pupils can access at anytime throughout the school day in addition to the above allocated timetable.

#### 5. Curriculum overview/Planning

The content overview can be found on the school website.

#### 6. Assessment/inclusion and challenge

It is essential that the teaching of computing is based on the needs of each individual in terms of their knowledge and understanding. Teachers' will tailor the curriculum for the individual needs of their pupils and abilities. Teachers will use formative and summative assessment opportunities to make judgements of the abilities of their pupils in order to plan future lessons and make summative judgements. Pupils will have access to knowledge catchers during their lessons and will complete an end of unit quiz. Pupils work may be recorded digitally or some learning will be paper based. Teachers are responsible for creating an E-Portfolio book to record evidence of learning for the unit of work they have taught. The E-Portfolio books will be saved in individual year groups so pupils' progression and knowledge can be tracked from Year 1 through to Year 6.

#### 7. Cross curricular and IT links

The skills learnt during computing lessons will enhance learning across the whole of the curriculum.

- power point presentations
- word processing
- presenting data in graphs or charts
- collecting data
- video calling (TEAMS)

#### 8. Roles and expectations of staff

- SLT

To ensure that the curriculum is followed and that teachers are suitably trained and equipped to teach the skills and knowledge safely. To allow time for teachers and the subject coordinator to fulfil their role. To ensure we are providing the best IT hardware the school budget allows.

- Subject coordinator

To put in place a curriculum and monitor and evaluate it, ensuring pupils are given opportunities to meet the age-related expectations and to provide support and feedback to staff relating to the quality of teaching and learning in line with the school monitoring schedule.

- Class teachers

To plan and teach the computing curriculum effectively by adapting the units of work, where necessary, to meet individual pupil's needs. To monitor the pupils learning and provide

feedback and ensure pupils meet age related expectations where possible. To annually report to parents the attainment and effort of their child's learning within the subject of computing.

- Teaching Assistants

To support the development of skills and knowledge as directed by the class teachers. To help prepare resources and set up materials for lessons as required.

#### 9. Staff development and expertise

All staff who teach computing are qualified and competent, and where they feel they are not, training will be provided. Skills audits will form part of the annual subject development planning.

#### 10. Monitoring of standards

Scheduled staff meetings will focus on the development of standards across the computing curriculum, enabling teachers to have professional discussions about the subject content and to ensure consistency of standards across the different year groups. E-Portfolio books will be used to monitor the delivery of the curriculum and ensure coverage of the main areas of learning (Computer Science, Information Technology and Digital Literacy) have been taught at the appropriate level for the cohort of pupils.

Pupil discussions will be held alongside reviewing the class E-Portfolios, enabling pupils to share their experiences of computer lessons and learning experiences.

Learning walks and lesson observations will take place to monitor the standard of teaching in line with the school monitoring schedule, with feedback given to staff to support ongoing progression.

#### 11. Subject Development

Annual subject development will be conducted by the subject coordinator at which point this policy will also be reviewed.

Resources will be audited annually to ensure that there are adequate resources to teach the curriculum the following year. Throughout the year the development planning will be reviewed to monitor progress against key targets and help inform planning for the following year.

Subject coordinator: Claire Shelley

Subject governor: Andrew Haylar