



St. Laurence C.E. Primary School

Computing Policy 2021

This policy outlines the teaching, organisation and management of the Computing taught and learnt at St. Laurence's C. E. primary school. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

Curriculum Statement

At St Laurence's Primary School, children are inspired to develop a curiosity and fascination about technology in the world today and the future. The computing curriculum provides opportunities for all children to develop a greater understanding and knowledge of technology as well as their safe use of it. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable to other curriculum areas.

At the core of all we do is our three main values: creativity, trust and wisdom.

Computing is an ideal subject to enable our children to express their **creativity**. We are giving them the skills to participate in a world of rapidly changing technology enabling them to find, explore, analyse, exchange and present information allowing the children to be confident, creative and independent learners. We are preparing children to work with technology that doesn't even exist yet, for this reason we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.

Children will develop **trust** in their own ability to apply new skills by being encouraged to experiment creatively, taking risks in their work to achieve the most effective outcome; and to show respect for the creative outcomes of other pupils.

Children will develop **wisdom**, exploring their attitudes towards computing and its value to them and society in general, learning about issues of security and personal safety, confidentiality and accuracy. Pupils are expected to reflect, critique and evaluate their work, thinking about how they can make changes in order to continuously improve.

Implementation

Computing at St Laurence's is taught through a weekly lesson. Through their work in computing children always begin topics by discussing e-Safety and how to remain positive in their online use. Computing across the school has been mapped out and planned in a progressive way in order to deepen pupils' understanding of different areas of technology in a range of areas to ensure all children are fully digitally literate. Children are also given multiple opportunities to demonstrate their knowledge and understanding in other subjects as we recognise that computing underpins learning across the curriculum. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Impact

Our computing curriculum is high quality and demonstrates children's acquisition of key knowledge, skills and techniques. We provide a broad and balanced computing curriculum that demonstrates children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of how technology works. Through their growing knowledge and understanding of computing, children gain an appreciation of modern life in different societies, helping to develop a sense of how technologies are used in other cultures, and how nations rely on each other in our 21st century world.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At St Laurence's, we use summative and formative assessment to determine children's understanding of key knowledge and skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding; in line with the *school's underlying ethos for children to gain confidence in articulating their knowledge and expressing themselves clearly.*
- Provide effective feedback, including interactive marking, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Moderation of the work being produced: videos, audio recordings, live performances and any composition or research too.
- Use of specific and measurable learning questions for each lesson which children and teacher's review against the agreed success criteria.
- Each child's attainment and progress in computing is formally reported to parents at the end of the school year in the end of year report.

- In the Early Years, children are assessed according to the Development Matters attainment targets and at the end of the Foundation years against the Early Learning Goals.

Cross- curricular links

Computing is a subject that touches on many other areas taught in St Laurence's, especially Mathematics and English. For example, a link may be made to compliment both computing and maths lessons to teach times tables. Cross-curricular outcomes are identified prior to teaching. The school has a selection of laptops and iPads as well as an additional laptop trolley. These are used throughout the working day in all lessons.

SMSC Development

Computing makes a significant contribution to the teaching of PSHE and citizenship because children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and e-mail. Through discussion of e-safety and other issues related to electronic communication, the children develop their own view about the use and misuse of electronic equipment, and they also gain an insight into the interdependence of computer users around the world. Through computing, children learn about the diversity of national, regional, religious and ethnic identities in the 21st century; we encourage children to think about topical issues, problems and events and to use their computing learning to consider other people's experiences.

Role of the subject leader.

The subject leader's responsibilities are:

- To ensure a high profile of the subject;
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To model the teaching of Computing
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To lead further improvement and development of the subject as informed by effective subject overview
- To ensure that the computing curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Equal Opportunities

At St Laurence's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Gifted and Talented

At St. Laurence's each teacher will liaise with the gifted and talented co-ordinator to ensure individual children's needs are met and that appropriate targets are set and reviewed regularly. Class teachers are mindful of the extra needs of gifted and talented children, different questioning techniques and activities to allow further progression and challenge.

Inclusion

All pupils are entitled to access the Computing curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted, to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum in Computing. The subject leader will ensure that the Governing Board is kept up to date with the actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors throughout the year and the governors meet with subject leads and provide link governor reports to the governing board annually.