Applecroft School

Computing Policy

Review Cycle:	Annual
Person Responsible:	Computing Curriculum Leader(s)
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Computing Policy

1) Introduction:

School Vision:
'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:
'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) Our Aims:

Using the objectives from the National Curriculum and Early Years Foundation Stage as our base, it is our aim to develop:

- Understanding and application of the fundamental principles of computer science, including logic, algorithms, data representation and communication
- Analysis of problems in computational terms, and repeated practical experience of writing computer programs to solve such problems
- Evaluation and application of information technology, including new or unfamiliar technologies, analytically to solve problems
- Responsible, competent, confident, and creative users of information and communication technology.

3) Computing Curriculum Intent:

Computing is an integral part of everyday modern life – the skills, knowledge and thinking methods gained through high-quality engagement with this subject will have a great impact on our children's' futures. As such, at Applecroft we aim to equip all students with the practical and creative abilities to design, produce and evaluate across all areas of computing science and information technology, as well as becoming digitally literate across all subjects and areas of school life. They will understand how computing can enhance all areas of learning and be empowered to develop their individual talents through a range of enrichment opportunities; sharing these achievements with the wider community whilst ensuring they can negotiate these safely and responsibly. Through computing, Applecroft will enable every child to become confident, independent, and responsible users of technology, not just to embrace a thriving and fulfilling future, but to lead in our ever-advancing technological world.

We aim for all pupils to:

- Develop confidence and high standards in all areas of Computing
- Understand the need to use all forms of technology safely and responsibly
- Embrace Computing and use it to further their knowledge and understanding of different curriculum areas wherever possible

4) Computing Curriculum Implementation:

Our whole curriculum is shaped by our school vision which aims to nurture and develop children's individual talents regardless of background and ability.

We teach the National Curriculum through the NCCE scheme in Key Stage One and Two. Twinkl PlanIt is used to deliver Online Safety lessons from Years 1-6 during the Autumn term.

Computing is taught in blocks of 3 lessons across each half term from Years 1-4 and 6 – Computing may be taught on Weeks 1 and 2 to allow children to remember the content they have been taught and help integrate new knowledge into larger ideas but may not then be taught again till the following half term depending on the unit length. In Year 5, lessons are taught weekly. In EYFS, Computing is delivered through enhancements available to the children during child-initiated learning.

Summative assessment opportunities are highlighted throughout both the lesson plans and slides provided in the NCCE curriculum. Many units provide formative assessments at the end of each unit in order for teachers to accurately assess children's learning across the whole unit.

5) <u>Computing Curriculum Impact:</u>

Computing at Applecroft results in purposeful, engaging, high-quality Computing education, that provides children with the foundations and knowledge they need to use technology throughout their lives. Children understand the impact on Computing on the modern world. They also develop an understanding of the constant changes and developments within the world of Computing as new technology and advancements are made. Children learn the possibilities for careers in Computing because of the different units covered by the NCCE scheme. Children at Applecroft enjoy Computing and this results in motivated learners with sound Computing understanding.

6) <u>Learning and Teaching Styles (include approaches for disadvantaged children including SEND):</u>

To ensure progress and continuity, both Key Stage 1 and 2 use the National Centre for Computing Education (NCCE) 'Teach Computing' Curriculum. In the Early Years Foundation Stage, technology is used as part of continuous provision to provide enhancements to all children's learning, linked to their interests or topics being covered. From Year 1 to Year 6, Computing is taught as a discrete subject.

The emphasis in our teaching of Computing is on first-hand experience and we encourage children increasingly to take control of their own learning. Children are given the opportunities to use and explore technology to support them in having first-hand experiences. A variety of teaching and learning styles are used in our Computing lessons. The lessons offer opportunities for children to learn in different ways including:

- Whole class teaching
- Group work
- Paired work
- Independent work
- Tactile and visual approaches
- Research and explorative work
- Use of LSAs to support the work of individual children and targeted groups, as well as to monitor the progress of disadvantaged children.

At Applecroft, we teach Computing to all children. We set high expectations and provide the opportunity for all children to succeed, taking account of pupils with SEND as well as pupils from all social, cultural and linguistic backgrounds. We recognise that are children of different abilities in all classes and ensure that we provide suitable learning opportunities for all children. We challenge more able pupils to use 'Higher Order' thinking to enable them to further apply their Computing knowledge. At Applecroft School, we ensure that our Computing curriculum is accessible for all pupils by:

- Carefully considering grouping in classrooms to ensure the best outcomes
- Recognising and celebrating small steps in progress
- Making sure pupils have regular opportunities for real experiences, with hands on learning
- Carefully targeted questioning to extend children's understanding
- Reducing cognitive load, using templates and scaffolds
- Adapting work where necessary to fit the needs of our learners

7) How do we plan and organise our lessons?

Computing is taught by class teachers.

In the EYFS, Computing is delivered through continuous provision throughout the year using our own curriculum.

In Key Stage 1 and Key Stage 2, the NCCE 'Teach Computing Curriculum' is used. At Applecroft, we use block learning for the teaching of certain subjects including Computing. In KS1 and KS2, Computing is taught in a modular approach e.g. teaching each unit as a continuous sequence of lessons over the required amount of time (normally 6 lessons for each unit).

8) How do we make Computing Inclusive?

At Applecroft School, we understand the importance of Computing role models. We consider how role models should be attainable and relatable. We consider the history of Computing, which is predominantly white and male but, we endeavour to explain *why* we have this history so we can learn from it. We recognise the importance of promoting careers in Computing to females specifically to help promote a more diverse computing culture.

The use of Digital Leaders in Key Stage Two, which includes students from different races and genders, helps us to ensure Computing stays inclusive at Applecroft.

9) Contribution of Computing to teaching in other curriculum areas:

Computing is one of the most fundamentally cross-curricular subject areas in education. It's about using technology, logic, creativity, and computational thinking to solve problems that cross all disciplines.

Computational thinking provides insights into many areas of the curriculum. It allows us to solve problems, design systems, and understand the power and limits of human and machine intelligence.

As part of the NCCE scheme, through the 'Creating Media' units, there are links with Art and Design, English and Music. Through the 'Data and Information' units, there are links with Maths.

10) What is our approach to equal opportunities (considering disadvantaged)? How do we ensure equal opportunities in Computing?

At Applecroft School, we are committed to providing all children with an equal entitlement to computing activities and opportunities regardless of race, gender, culture or class.

Quality First teaching is embedded in all classrooms to ensure all children are included in the lesson, with explicit modelling and demonstration. In addition, clear chunked instructions are supported with visuals and demonstrations, using the model, "My turn, our turn, your turn". Teachers frequently check the understanding of the pupils and make adaptations as a result.

Disadvantaged children may be additionally supported through focused teacher or LSA support if needed.

11) How do children record their work?

At Applecroft School, every child has access to their own Google Drive. Any work they complete on Chromebooks as well as any home learning is saved onto this for them to be able to access freely. They also have their own drive on the schools shared system which they can access using the computers in our Computing Suite.

In EYFS, observations may also be added to individual children's Tapestry journals that are relevant to Computing.

In Year One, a class book containing examples of work, pictures and children's voice is used to record each lesson's learning.

In Years 2 and 3, children also have their own Computing books which are used to record the lesson's learning wherever applicable. Unit Overviews have been created for each unit the children cover which identify the Learning Objectives for each lesson as well as the Key Vocabulary for the unit.

From Year 4-6, all work is completed on a dedicated 'Computing' Google Classroom with children submitting their work online to their teacher.

12) How do we use feedback to support children's progress?

In Computing, the Feedback Policy is used to support children's progress. In the majority of lessons, verbal feedback is given during activities and then children act on this feedback. Peer and self-evaluations are also used to help children identify areas that have worked well as well as those that have not. This can then be used to support the children in improving their work.

13) How do we assess and report children's progress and attainment in Computing?

We frequently check children's understanding in Computing. As part of the NCCE scheme, every lesson includes formative assessment opportunities for teachers to use and these are listed in each of the lesson places. They vary from teacher observation or questioning, to marked activities.

A child's progress in Computing is indicated every year in an individual annual report. Feedback is also provided where necessary at parent consultations.

14) How do we set home learning (if any)?

If any home learning is set, this will be via Google Classroom. Home learning may include research to support learning in lessons, a question-and-answer activity or an activity that can be completed as a family.

15) How do we monitor Computing across the school?

It is the responsibility of the Computing subject leader and class teachers to monitor standards of the children's work and quality of teaching in Computing. The subject leader will keep staff informed of any local and national developments in the subject. The subject leader will inform the Senior Leadership Team of strengths and weaknesses and discuss further improvements, developments, and initiatives when necessary. They will provide support for all who teach Computing, therefore improving the quality and continuity of Computing teaching and learning throughout the school.

16) How is Computing resourced?

At Applecroft School, we have a fully resourced Computing suite which every child from Reception to Year 6 has access to. Resources such as Crumble kits and Micro:bits are also stored in there.

In EYFS and Key Stage One, each class has access to at least 6 Chromebooks which are stored in the classrooms.

Every child in Key Stage Two has access to their 'own' Chromebook which is stored in the classroom and children are able to access throughout the day to provide enhancements across the curriculum, not just Computing.

17) How do we develop the CPD of staff?

The curriculum leader attends regular training linked to the subject. Through monitoring, the curriculum leader can identify any CPD needs amongst the staff and where possible, meet their needs through either internal or external training.

18) How do we involve parents/carers in Computing learning?

Parental input is highly valued and respected at Applecroft School. We share Computing topics being taught each term through our curriculum letters and encourage parents to discuss these topics with their children. On our school website, there are links which parents/carers can use to support their child's Computing learning at home. Where applicable, parental expertise may be called on to support with the learning of various units.

19) How are the Board of Trustees involved (include curriculum committee, faculty and lead trustees)?

Link trustees hold the Computing leader to account through meetings each term where the Computing leader reports progress made in their leadership of Computing and shares future developments to be made.

20)Links with Other Policies:

This policy has links with the following additional policies:

- Curriculum, Teaching & Learning Policy,
- Cyber Security Policy,
- Online Safety Policy.