All Saints Church of England Primary School
Computing Policy



Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

1. Introduction

All Saints' Church of England Primary School has a strong, active and engaging curriculum that challenges and inspires individuals. We provide curriculum experiences, unique to the locality of All Saints and our place in the global community.

1.1 Curriculum intent

All Saints' Church of England Primary School intent for Computing is that an exciting and rigorous Computing education will ensure children are immersed in engaging, technology-rich learning experiences which allow them to learn deeply and embed core computing skills, think independently and problem solve in an ever evolving digital world. Regardless of changes within technology and the world we live in, our children will possess the core skills and behaviours required to safely and confidently access new technology to enhance their wider learning, access the curriculum throughout their school journey and inspire a future where technology is used to innovate and make positive change. We believe that learning about Computing provides an important context for the development of pupils' key learning skills, particularly problem-solving, creative and critical thinking and resourcefulness. Futura recognise that social context plays a vital role in children's education and as such we aim to provide opportunities for children to experience Computing in ways that are unique to their local and wider community.

1.2 Aims

The Futura Curriculum for computing aims to ensure that all pupils:

- 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 technology.

Computing is a continually developing subject area with changes and developments being made on a daily basis. Children will learn how to navigate the internet safely and learn how to be responsible technology users, communicating information and data. Pupils will learn how to communicate responsibly with others both locally and globally.

1.3 Teaching and learning style

At this school, our emphasis is about learning to learn and equipping children with the knowledge and skills that they need in order to become valued citizens of the future.

We want to deliver a curriculum that, provide real experiences relating to the children's interests and needs. Computing focuses on enabling children to develop their computer science, information technology skills and digital literacy. At All Saints, where appropriate, Computing is taught as part of a creative topic-based approach. It feeds into all areas of the curriculum, and may be taught in conjunction with other subjects.

For further information, please see the teaching and learning policy.

2. Curriculum Implementation

2.1 The Learning Journey

All teaching and learning is carefully planned in order for our staff to facilitate student discourse and thinking while nurturing an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the Futura curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of learning without limits.

2.2 Organisation and planning

We plan a broad and balanced curriculum carefully and ensure there are meaningful links between subjects to enable coherence and full coverage of all aspects of the Futura Curriculum and early learning goals while ensuring planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two-year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject leaders and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 and Key Stage 2 This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning

objectives for each session, and to identify what resources and activities we are going to use in the lesson

2.3 Resources

We ensure that we have sufficient resources for engaging children creatively in this subject. The school invests in new computing hardware and software to keep up to date with the fast changing technological developments. The school provides opportunities for children to explore a range of hardware including laptops, micro:bits and ipads. New hardware for the teaching and learning of computing is updated and added to every three years.

2.4 Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. Refer to SEN policy

2.5 Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy.

3. Curriculum Impact

3.1 Skills progression and assessment

In our curriculum planning, we highlight skills, so that the children's progress in all of these areas are identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

3.2 The role of the subject leader

- to develop and then monitor the subject policy,
- provide a strategic lead and direction for the subject,
- have an overview of the whole school provision,
- support and offer advice to colleagues on issues related to the subject,
- monitor pupil progress in Computing,
- understand the progression of skills through the school,
- provide efficient resource management for the subject,
- analyse performance data (for core subject leaders – English, Maths, Science)

4. Monitoring and review

Our Local Governing Committee is responsible for reviewing and monitoring the school curriculum.

The headteacher ensures that the curriculum is designed, delivered and reviewed at the school in accordance with the trust-wide curriculum policy

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