The Federation of Spixworth Schools

Computing Policy

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale
This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in Computing.

The Federation of Spixworth Schools will provide our children with the skills, creativity and enthusiasm to live and thrive in a world where Computing is an increasingly integral part. Every child will be able to use the internet in a safe and respectful way. They will understand the necessary precautions to take, to stay safe and know where to seek help. Children will use the internet and a range of other relevant software and hardware to become confident, capable learners in Computing and to enhance their learning across all subjects.

Legal framework
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
• DfE (2021) The Statutory Framework for the Early Years Foundation Stage (EYFS)
• DfE (2013) National Curriculum in England: Computing programmes of study: key stages 1 and 2

This policy operates in conjunction with the following federation policies:
Curriculum Policy
Curriculum Risk Assessment
Maths Policy
Online Safety Policy
Marking and Feedback Policy
Cyberbullying policy
ICT Acceptable Use Policies for Pupils and Staff
Code of Conduct for Staff and Pupils
SEND Policy
Equal Opportunities Policy

Aims
The aims of The Federation of Spixworth Schools Computing curriculum are:
• At the Federation of Spixworth Schools, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world. The Federation of Spixworth Schools will provide our children with the skills, creativity and enthusiasm to live and thrive in a world where Computing is an increasingly integral part. Every child will be able to use the internet in a safe and respectful manner. They will understand the necessary precautions to take, to value safety and know where to seek help. Children will use the internet to become confident, capable learners in Computing and to enhance their learning across all subjects.
• Throughout this policy, we outline how we, as a federation, will deliver the requirements of the KS1 and KS2 computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn

and apply the skills they learn at secondary school, university, and beyond in the workplace.

Implementation

<u>EYFS Educational Programme</u>:
- Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies and unplugged activities.
- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Recording devices can support children to develop their communication skills

<u>EYFS Early Learning Goals</u>:
Although technology no longer has its own individual aspect, it is still expected that children are given opportunities to explore a range of technologies from within different area of learning. This might be using programmable toys in mathematics, tablets to access audio books in literacy or using cameras to record things they find in nature in understanding the world.

Communication and Language - Listening, Attention and Understanding
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;

Expressive Art and Design - Creating with Materials
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;

Managing self
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly

<u>Key Stage One</u>:
Pupils will be taught to:
- Understand what algorithms are, and how they are implemented.
- Create and debug simple programs.
- Predict the behaviour of simple programs.
- Create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of ICT beyond school.
- Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

<u>Lower Key Stage Two (Years 3 and 4)</u>
Pupils will be taught to:
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
- Use sequence, selection, and repetition in programs.

- Work with variables and various forms of input and output.
- Explain how some simple algorithms work, and how they can detect and correct errors.
- Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
- Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
- Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals. Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns

Upper Key Stage Two (Years 5 and 6)
Pupils will be taught to:
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
- Use sequence, selection, and repetition in programs.
- Work with variables and various forms of input and output.
- Explain how some simple algorithms work, and how they can detect and correct errors.
- Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
- Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
- Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals. Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns

Curriculum delivery
Throughout the federation, Computing is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teaching and learning approaches
The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the **Purple Mash (KS1), Scratch Jr. and Code.org (KS2)** , during a dedicated termly blocks of learning totalling 6 hours.

Planning expectations
Teachers will:
- Plan and deliver the requirements of the KS1 and KS2 Computing programmes of study to the best of their abilities.
- Demonstrate a high level of knowledge and enthusiasm for each area of Computing they are teaching
- Know children as individuals and set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

Equipment and resources

- Woodland View have 53 chromebooks, Spixworth Infants have 32 Chromebooks and 16 iPads, There are also Beebots, microphones, torches and other devices to support the delivery of the primary computing curriculum.
- An audit of resources is taken on an annual basis to ensure that our Computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary Computing programmes of study.
- Web filters are kept up-to-date in order to ensure that pupils do not access inappropriate materials.
- Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.
- A service level agreement (SLA) with **Norfolk County Council** is in place to support the computing coordinator to fulfil this role.
- An SLA with Updata is in place, and all computing-related devices and related applications have access to the internet. This SLA will be reviewed annually to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money.

Health and safety
Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links
- Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.

Inclusion and equality of opportunity
We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:
- Sometimes pupils are grouped by ability and set different tasks for each ability group.
- Making reasonable adjustments to the way in which we deliver the Computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil's first language where they use English as an additional language.
- Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.
- Providing extra learning opportunities through bespoke support groups (e.g. one for those with SEND and another for academically more able pupils), delivered during lunchtimes and/or after school.
- Access Through Technology (ATT) referrals are made to support individual pupils who may benefit from using technology to communicate and to learn.

Subject	Methodology
Computing	• There is a long-term plan in place for Computing over all year groups. • Computing is planned around the 2-year rolling programme of themes to ensure children are able to develop their computing skills within a purposeful context. • Computing lessons are planned using the National Curriculum to equip children

	with the key skills, required to enable them to access and use technology safely and confidently.
	• Pupils have access to a range of technology, such as laptops, Chromebooks, PCs, iPads, programming resources and voice recorders.
	• Pupils learn about keeping safe online through half-termly assemblies led by the school's e-safety champions.

Impact

Assessment and reporting
- Pupils' knowledge and understanding of the primary Computing curriculum will be assessed according to the provisions outlined in our Curriculum and Marking and Feedback Policies.
- Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils. This will also be monitored using the assessment statements on Pupil Asset.
- Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means, including but not limited to:

    End of unit evidence of learning and knowledge gained.
    Portfolios - Tapestry and Purple Mash KS2
    KS1 and KS2 national curriculum tests.
    Pupil Asset

- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time. Data is inputted onto Pupil Asset annually.
- Samples of work will be kept for groups of children, stored in both classrooms and on the federation network, within relevant class and pupil folders.

Staff training
The computing lead will be responsible for the identification and delivery of staff training requirements.
Staff training requirements will be met by:
- Auditing staff skills and confidence in the use of computers and ICT on a termly basis.
- Arranging top-up training for individual staff members as required.

The computing lead will remain up-to-date with the latest developments in Computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

Monitoring and evaluation
The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole- federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:
- Moderation Exercises/Internal Standardisation – a comparison of children's work across classes and year groups
- Book Looks
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Whole- federation self-evaluation
- Review meetings with staff and pupils
- The inspection process.
- We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
- We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.

Roles and responsibilities
The Role of the Governing Body and Executive Head teacher is to:
- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:
- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:
- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:
- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:
- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review
- This policy is reviewed every 3 years by the SLT.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.