

# Computing

## Subject Policy



### Our School Vision

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is '**Believe, Achieve, Succeed**'.

### Intent:

Through our Computing curriculum, we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study computing. Children will become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. Not only do we want children to be digitally literate and competent end-users of technology but, through well planned and resourced lessons, we want them to develop creativity, resilience and critical thinking skills. We want our pupils to have a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens.

### Implementation

Computing is taught hourly, for 3 out of 6 terms. The Computing curriculum is delivered through the Teach Computing scheme of work, developed with support from the local EdTech Hub.

The lessons in our scheme have been planned so that it can be effectively taught using the infrastructure we have in place at school and so that it can meet the needs of all our pupils. Our scheme has been closely referenced against the 2014 National Curriculum attainment targets in order to ensure progression and coverage and covers the strands: programming, computer user, data handler and media creator.

Teaching projects gives them a purpose and a reason to use these skills in an engaging way which links to their topics. Where appropriate, meaningful links will be made between the computing curriculum and the wider curriculum. In computing lessons, the children will use either the iPads or Chromebooks to access a range of apps and other resources.

Children will be given feedback and ways to improve their work either verbally or via Class Notebook on TEAMS, which is our learning platform. We are developing ways to incorporate this into the school's daily practice.

### Pupil Offer

- All children will have access to computing resources
- Children with SEND will be supported and stretched appropriately
- The activities and resources used in the classroom will be adapted to ensure children with specific needs have the same learning as their peers.

### Computing Lead:





- Computing lead reviews the long-term plan for computing across school to ensure continuity and progression of computing knowledge and skills.
- Computing curriculum is adapted where necessary, to meet the needs of specific individual or groups, or to ensure embedded prior learning before moving on to current learning.

- Computing hardware is regularly checked and updated where necessary.
- Staff are trained to use the hardware to support learning in a variety of ways.
- Expectations are set for the delivery of lessons, including the format of the teacher input.
- Ensure staff are confident with assessing the progress of children in lessons and across units.

**Class teachers:**

- Planning is supported and resources are used effectively (Teach Computing resources and other apps/websites)
- Inclusive and exciting learning experiences are delivered, which address the needs of all pupils and include opportunities for pupils to gain greater depth understanding of the digital world and its uses.
- Well-structured, relevant and focused classroom activities are provided – involving interaction and dialogue in whole class, small group or paired activities.
- Staff are encouraged to invite visitors, where possible, to support with Computing.
- The encouragement of discussion, questioning and the sharing of ideas and interpretations adds to both the richness of the teaching and learning environment.
- Evidence should reflect the progression within lesson and across units.
- Impact assessments will be used in KS2 to assess beginning and end of unit knowledge. Formative assessment strategies should be used as a to support teaching and ensure all children have the prior knowledge needed to progress.

**Links to our school values**

	<p>Children will come to respect their own value as computer users. They will be able to be respectful towards equipment used and also towards others using it. They will demonstrate that they understand that digital literacy is important in a connected world and our respect for one another must be shown online and off-line.</p>
	<p>Children will develop resilience as they learn the new coding language, putting it in to practise when creating algorithms to solve problems or perform tasks.</p>
	<p>Children will develop the courage to 'have a go' when learning something new. They will use their courage to demonstrate their learning and using constructive feedback to further progress their learning.</p>
	<p>Children will develop empathy for others through computing as they explore the positives and negatives in the online world. Children will develop their ability to consider things from different perspectives.</p>



Children will develop a passion for an element of Computing curriculum. They may find they have a passion for digital arts and media, creating content for a purpose or fun. They may have passion for algorithms and coding conundrums.  
We hope to instill a passion for Computing in each of our children.

### **Cross-curricular links**

The Computing curriculum has opportunities for staff to link the Computing units to other subjects in the curriculum.

Teachers can choose how to make cross-curricular links for example, Scratch Quizzes can be linked to topic or Science work. Digital Art units can be linked to art or history topics; these can be at the teacher's discretion unless explicitly linked on the topic map.

### **Impact**

This is monitored through:

- Monitoring evidence (TEAMS, Class Notebook, 'barefoot' tasks)  
To assess the quality and challenge of the work provided by teachers and the understanding of the task/information.
- Pupil interviews  
To give children a chance to talk about their computing lessons and provide feedback about learning
- Discussion with teachers about planning and teaching  
Regular discussion opportunities to ensure the progression is clear and activities are varied to give children regular exposure to the four strands of learning.
- Lesson observations  
To ensure teachers are confident with their subject knowledge and are teaching lessons resources and activities to teach effectively.
- Deep dive with SLT  
Ensure the monitoring, documents and teaching are supporting the progress of the children in their computing lessons.