Computing Policy

INTENT – Purpose and Structure

Our computing curriculum aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of capabilities and the opportunities technology offers to create, manage, organise and collaborate. We want to develop pupil's confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology. We intend for pupils to be digitally competent and have a range of transferable skills for the future workplace, but also to be responsible online citizens.

At Shankhill CofE School we want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Children will be exposed to different strands of E-safety across their school year. These will be developed in further detail as they move through school.

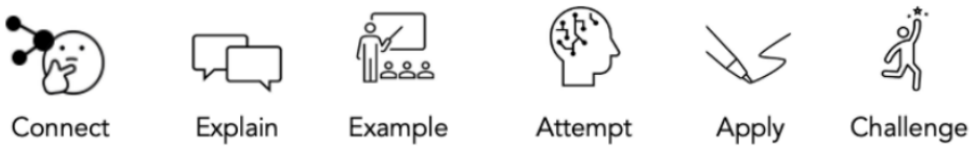
We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively.

At Shankhill School, we aim to ensure that our children:

- 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

IMPLEMENTATION

All teachers provide inclusive, quality first teaching in Computing by planning and delivering engaging and effective teaching and learning for their class. At Shankhill School, we follow the National Curriculum and primarily use the KAPOW Scheme of Work as a guide to support teachers with their planning and assessment. As we have two mixed-age classes, children come across knowledge and vocabulary in a two or four year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year.



"This school continues to be good… maintains good quality education… pupils gain a sense of achievement from their lessons… they display excellent attitudes towards their learning… behaviour in lessons and around school is impeccable… Staff are welcoming and inclusive… strong Christian values are promoted well… (results) well above that of other schools nationally" Ofsted 2019

Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018

Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in a knowledge organiser and shared on our computing display.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1, KS2).

In Early Years children have access to tablets and desktop computers where they access apps and programs in order to interact with a variety of activities including maths and topic related games. Children are taught to use and control a mouse on a desktop computer so they are then able to complete drawing programs and other learning programs such as Lexia and Mathseeds. In EYFS children have a range of technology available to them such as Beebots, an interactive screen and individual tablets with headphones.

Key Stage 1 and 2 children have access to desktop computers, laptops and tablets which they are able to use independently to complete a variety of activities. Children are taught how to use the internet safely for research as well as accessing learning programs to practice their maths and English skills.

In our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. In Early Years, assessment for learning is an on-going process throughout the day and plays an important part in our Plan, Do, Review approach to the Early Years curriculum.
In KS1 and KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

After each Computing unit, teachers will assess the children's computing knowledge and skills and record this assessment on a spreadsheet to track achievement over the year. Children learn how to upload and save their work to an online learning platform which means teachers and leaders can monitor learning and children can access their work during subsequent lessons. Our monitoring cycle is planned across the year and our 3 year school improvement cycle. When computing is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When computing is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

IMPACT

Leaders and staff work collaboratively to monitor and evaluate the impact of the computing curriculum using a variety strategies, including:

- Learning Walks
- Pupil Voice
- Looking at children's work
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the computing National Curriculum programme of study for KS1 and KS2. Computing is not explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework however, there are many opportunities for young children to use technology to solve problems and produce creative outcomes.

Ongoing assessments take place throughout the year. Each unit has a unit quiz and knowledge catcher which is used at the start or end of the unit. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

Children will have been exposed to a rich and varied curriculum journey that enables them to experience creative learning, personal achievement and happiness. Carefully planned use of resources and applying computing skills across a range of subjects support learners to enhance and deepen their understanding. Our computing curriculum is high quality, well thought

out and is planned to demonstrate progression. We focus on progression of knowledge and skills and vocabulary progression also forms part of the units of work.

This will culminate in pupils at Shankhill School being equipped with a range of skills to be active participants in the ever increasing digital world. They should be able to

- Be critical thinkers and able to understand how to make informed and appropriate digital choices in the future.
- Understand the importance that computing has in their education and personal futures
- Understand how to balance time spent on technology and time spent away from it in a healthy manner
- Show a clear progression of technical skills across all areas – computer science, information technology and digital literacy
- Be aware of online safety issues and be able to deal with any problems in an appropriate manner