

Subject Policy: Computing

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the DT curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our **'Shine Curriculum'** encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



Let Your Light Shine

This policy should be read in conjunction with the Teaching and Learning Policy, Curriculum Policy and Assessment Policy (including the Marking and Feedback Policy).

Intent

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Implementation

Planning, Teaching and Learning

Strategies are in place within school to develop each of the key areas of Computing, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In EYFS, objectives are taken from Development Matters and the Early Learning Goals. We provide pupils in EYFS with a broad, play-based experience of Computing in a range of contexts; learning environments feature ICT scenarios based on experience in the real world (such as in roleplay), pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or remote controlled operated toys for example beebots, and outdoor learning is supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- From Year 1 to Year 6, Computing is taught discretely once a week. Each class follows 2Simple's Scheme of Learning, Purple Mash, delivering a sequence of lessons which progress children's skills in each of the key areas of Computing.
- Accurate Computing vocabulary specific to the area of study is explicitly taught and used within each lesson. Children are encouraged to use this technical vocabulary.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary.

Leadership, Assessment and Feedback

- In EYFS, the children are assessed against the Development Matters and Early Learning Goals and the Characteristics of Effective Learning. In Years 1-6 the children are assessed against

the expectations of the National curriculum and specific year group objectives outlined in the school scheme of work.

- Verbal feedback will be given, linked to the learning objective for each lesson as well as any ongoing individual targets the teacher is aware of for each child.
- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool. Tracking of attainment using this tool is used to inform future planning. Ongoing, formative assessments and observations made by teachers will also be used to inform the next lesson, identifying any gaps and used to plan support for children who need it.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash. Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process.
- Through using the progression of skills documents from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment. Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash. Additionally, exemplar pieces of work from individual pupils are shared with parents using Weduc. The Computing lead has a clear role and overall responsibility for the progress of all children in Computing throughout school. Working with the Senior Leadership and Management Team, the Computing curriculum and children's outcomes are analysed, and regular feedback is provided to inform on progress and future actions.
- Summative assessments are completed at the end of the summer term.

Safeguarding

Online safety has a high profile at St. Matthew's. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant, up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Our e-safety policy and safeguarding and child protection policy state how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with. Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- The Acceptable Use Policy is shared with pupils, staff and parents. An age appropriate version of this policy is displayed in every classroom.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

Impact

- Children will be confident users of technology who have developed the knowledge, skills and understanding to use it to achieve a wide variety of goals, both at home and in school.
- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.
- Children are able to approach new Computing projects by implementing and building upon previously taught knowledge and skills. Their skills will progress to enable them to meet the requirements of the National Curriculum.
- Children will be excited and proud to share their work in Computing around school, at home, and in the community.

This policy will be reviewed biennially or more frequently if required.