Pudsey Primrose Hill Primary School

A policy for teaching, learning and assessment in Computing

Introduction – The Curriculum at Pudsey Primrose Hill

At Primrose Hill we understand that the school curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum forms one part of our school curriculum. We have ensured that there is time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We believe in providing all our children with a broad range of opportunities and experiences both within and outside school, and our entitlement curriculum - rich with visits out of school, inspirational visitors and collaborative opportunities with other schools in the Owlcotes Multi-Academy Trust - has been developed to ensure that this is possible.

At Primrose Hill we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

Focus weeks are used to encourage whole school learning around a particular theme. EYFS objectives, National Curriculum objectives and other exciting learning is taught throughout these weeks, which culminate in a community event to showcase our learning and provide opportunities to engage with parents. Subject specific 'Super Learning Days' provide additional opportunities for the whole school, from nursery to year 6, to focus together on one particular theme.

Enrichment afternoons in KS2 provide an opportunity for children to work in smaller groups and focus on those aspects of learning that benefit from smaller group teaching. These are reviewed regularly taking account of pupil voice.

The purpose of the Computing policy

This policy outlines the teaching and learning of computing. During their time at Primrose Hill children are exposed to a cross-curricular curriculum that affords children opportunities to make links between ideas and concepts. They are presented with opportunities to combine previous knowledge and enquiry to build on existing foundations from previous learning. Computers, IPads, programmable robots and digital cameras are some of the technologies that we use to present children with opportunities to organise, store, manipulate, interpret, communicate and present information. We aim to provide our children with the knowledge and skills that they need to become proficient in the digital world that surrounds them.

Aims

- To provide an engaging and enjoyable curriculum that allows children to develop a range of skills
- To equip our children with the tools needed to understand their own digital footprints

- To provide children with the opportunity to enhance their learning through computing by exposing them to a range of cross curricular links
- To become confident and develop capability in the area of computing to equip children with skills for their later lives and beyond.
- To be able to use computing in conjunction with creating and designing.
- To help children gain an awareness of e-safety and develop a need for tolerance, awareness of individual liberty and respect when communicating with others.

Objectives

To achieve our aims we firmly believe in planning creative lessons that give children access to rich learning materials and strategies. At Primrose Hill we ensure we develop new techniques and keep up to date with changes in the current digital world, this means that we ensure our children are gaining knowledge that is rich in experience and skill. We encourage children to draw on the skills learnt during computing lessons in other aspects of the curriculum in order to enhance children's individual knowledge bases.

Curriculum and school organisation

In EYFS, children are given a broad experience of Technology, in a range of contexts. Technology supports the development of children's knowledge and understanding of everyday resources, encouraging them to identify purposes for using a wide range of equipment. Children are expected to be able to interact with computers, programmable toys and equipment which plays music, captures images, sounds and words, in creative and purposeful ways. Use of computers and ipads to support children's computing knowledge and skills, and knowledge and skills in other areas of the curriculum, is also an important element of this specific area of learning.

By providing resource rich experiences, supported by adults, children build confidence and competence
In Key Stage One children build on early foundations and explore computing technologies in further depth. Children begin to explore algorithms and coding, they investigate how they are implemented and programmed. Children will use logical reasoning to predict patterns of behaviour within coding programs, whilst looking at debugging and correcting. They begin to use programmes to create documents and store information. Throughout the curriculum, e-safety lessons are embedded so that children become familiar with ways that they can use technology safely and respectfully. They are taught to recognise the benefits of online usage but to also understand where to go for help and support.

In Key Stage Two children begin to take greater steps forward in their digital lives. In this area of school, children become proficient in many computer based programs such as word, publisher and powerpoint. They become more familiar with digital devices and how these can be manipulated to create changes and outcomes. Elements of the computing curriculum are taught through Enrichment afternoons and these allow the opportunity for children to work in smaller groups on specific programming elements of the curriculum. Children explore coding in greater depth to help them design, write and programme systems to achieve a desired result. Children use logical reasoning to solve problems and use analytic thinking to explain their findings. By the time children leave Primrose Hill we aim for them to be computer literate. They will have explored the benefits the internet provides in the wider world by establishing links with others. Children will leave us with a deepened understanding of networks and begin to appreciate the opportunities this offers for communication and collaboration not just in their immediate surroundings.

Computing curriculum planning

Teachers take care and time to use and adapt the Teach Computing curriculum which reflect the National Curriculum Objectives and use professional knowledge and discretion to amend or adapt objectives so that they are fit for purpose in relation to our school. This ensures that our children have access to a rich, tailored curriculum that is relevant to their lives and backgrounds.

Planning for Technology in EYFS is linked to enhancements in provision, inside and outdoors as well as during adult led teaching and learning. Real purposes for using technology are linked across the curriculum to support children in developing their ideas, reflecting upon and adapting their work and identifying their own purposes.

Assessment

Assessing a child's level of knowledge and skills in Computing is a continuous process carried out throughout school. Children's work can be stored on the Pupil Drive and used for assessment. Our methods of assessment include the following as appropriate:

1. Looking at children's recorded work
2. Individual discussions with children.
3. Group discussions in both planning and reporting back sessions.
4. Assessing children's skills in computing via outcomes and usage
6. Recording the progress that children make by assessing children's work against the learning objectives for the lesson or series of lessons.
7. Planning and use of revisit sessions to enable all pupils to revisit topics with distance from initial learning.

At the end of a unit of work (topic or a series of lessons) teachers make a judgement against National Curriculum expectations and/or knowledge and skills taught. As a whole school we also use essential knowledge documents as an assessment tool to enable teachers to make adequate decisions on progress but also allows for teachers to plan revisit sessions where necessary.

Children throughout EYFS are assessed against the computing expectations identified in the early years curriculum for Nursery and Reception.

Resources

Our school has a wide range of resources to support the teaching of computing across the school. We have a school ICT suite and some classrooms are equipped with computers and netbooks. We benefit from a key stage set of IPads per key stage that can be used by all year groups. Each classroom is equipped with an up to date smart board that allows teachers access to the latest technologies that are available to enhance our teaching and subsequently the children's learning.

Staff who require additional resources should contact the Computing leader who will take steps to purchase these as appropriate in line with the school improvement plan and budget.

Remote Learning.

Any child who is accessing Primrose Hill Remote Learning will receive a broad and balanced curriculum which mirrors that taught in school as much as possible.
Computing learning will be delivered through Google Classroom if this is on the long term plan to be taught at the time of remote learning. Some objectives may require specific technology, which children may not have access to at home, and teachers will ensure that these objectives are taught when children are back in school. Teachers will set at least one Computing lesson per week that will take 30-40 minutes. These tasks may include objectives from the information technology and digital literacy curriculum. All remote learning will provide children with access to high quality resources and materials such as videos and images to support knowledge and understanding. Children will receive feedback on their remote Computing learning through Google Classroom. Any child who is accessing remote learning will be included in all whole school, phase or year group events, such as super learning days, theme weeks or national or local projects. When children return to school, assessments (which may take the form of discussions with the children, reviewing their remote

learning and using post topic assessments) will take place and teachers will plan to address any significant elements of missed learning (this might be through a topic day and interventions for revisit sessions).
EYFS - Online teaching of Computing for EYFS children is not deemed appropriate and objectives will be taught when children return to school.

Safety in Computing and E-Safety

Physical safety:
The following considerations are made when using the technology:

- All electrical equipment in the school is tested annually to ensure that is safe to use.
- Any electrical equipment that breaks is stored until it can be replaced.
- Pupils are taught about the dangers of electricity as part of the science curriculum.
- Pupils are taught how to carry and use equipment properly to ensure they do not break easily.

The safety of the children, families and staff at Primrose Hill is vital. Whilst using computers and accessing the internet children are kept safe at all times. All internet access in school is operated through a Firewall to ensure that children are safe whilst learning. Children are taught E-safety lessons in line with guidance and National Curriculum specifications to enable them to be safe users both inside and outside of school.

At Primrose Hill we operate an 'Acceptable Use Agreement', which all children, parents and staff are asked to be aware of and sign. The whole school community has a part to play to ensure all members are able to benefit from the opportunities the technology provides. This allows us to ensure that our Primrose Hill family is aware of expectations regarding usage at all times. Children are provided with individual log on details to school computers and programmes that afford them educational opportunities to be accessed via home. We work tirelessly to ensure that children and families are aware of the need to handle their passwords with due care and safety.

Filtering and monitoring

As part of our protection of children and creating a safe environment, our school ensures that effective filtering and monitoring procedures are in place. All internet access in school is operated through a smoothwalll to ensure that children are safe whilst learning. To enable us to ensure a safe environment at all times we use Classroom Cloud to allow all staff to monitor internet usage in school in which reports are sent to the headteacher. This also allows for effective management of online usage/access. As

Monitoring and evaluation of Computing throughout the school

The implementation of this Computing policy will be monitored by the Computing leader and the Senior Leadership Team. The Computing subject leader has a responsibility to monitor Computing standards of achievement and progression, and work with SLT to arrange appropriate allocated time for all members of staff where necessary. Class Teachers have a duty of care to ensure that they uphold the principles detailed in this policy, they must show care and security to all pieces of equipment that they operate.

The work of the subject leader also involves supporting colleagues in the teaching of computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Computing subject leader gives the headteacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.