



Inmans Computing Policy

National Curriculum aims

The National Curriculum for computing aims to ensure that all pupils:

- 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.

Our Curriculum Long term planning

The National Curriculum for Computing 2014 provides the long-term planning for computing taught in school. The school uses the National Centre for Computing Education (NCCE) scheme of work and long-term planning outlines which topic will be covered by which year group and at what time of year.

Long term planning ensures knowledge and skills progression in computer science, digital literacy and information technology.

Medium term planning

These schemes provide teachers with examples for computing objectives and include the technical knowledge to be delivered and skills to be developed across all phase groups. Years Y1-6 use the National Centre for Computing Education schemes of learning. EYFS will plan from the Early Years Framework using activities such as Barefoot Computing Activities and an introduction to online safety. Although computing is not specifically mentioned in the new framework, we believe it is essential to introduce the children to computational thinking and E Safety to ensure that they have skills manage their online behaviour.

Teaching Methods

The emphasis in lessons is to develop an understanding of how computers work, how they can be used as effective tools and how to keep safe whilst using computing technology. Children have the opportunity to work both individually and collaboratively to learn and develop their skills in programming, digital resource creation, electronic communication, research, control and information handling. They will also develop an increasingly broad understanding of technology including hardware, network and the Internet. All work conducted online will be delivered in the context of how to stay safe whilst accessing the World Wide Web. Within lessons, new subject specific vocabulary is introduced and used consistently and accurately. Each lesson provides opportunities for children to

build on prior knowledge and learning. A cross-curricular approach is used wherever possible, linking learning to pupils' interests and establishing real-life contexts for their work.

In KS1 and KS2, the following activities are delivered in sequence to enable creativity based on increasing confidence and competence within IT and Computer Science and Digital Literacy:

- Creation of digital media projects
- Effective communication using computing technology
- Conducting research projects
- Handling Information
- Programming and control
- Understanding technologies

From September 2021 the early learning goal (ELG) in technology was removed from the EYFS statutory framework. Previously the ELG stated "Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes." Despite its exclusion from the renewed framework, technology undoubtedly has a role to play in early years classrooms, both in preparation for the National Curriculum and within the context of a technologically advanced society. In EYFS, our children develop computing skills through both adult focussed activities and within the daily continuous provision.

Special educational needs & disabilities (SEND)

Computing is taught to, and inclusive of, all children, whatever their ability. Using high quality resources, teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

Assessment

Children in the Foundation Stage are assessed in accordance with the EYFS curriculum.

Assessment trackers are used in years 1-6. Class teachers collect data, assessing if children are working below, at or above the expected levels linked to the specific statements for each Computing Unit. As appropriate, teachers provide support and identify specific next steps in learning for target individuals or groups of learners.

Monitoring

The Curriculum leader, alongside SLT, is responsible for monitoring and evaluating curriculum progress. This is done through work scrutiny and learning walks which involve lesson observation drop-ins, pupil interviews and subject-specific conversations with staff. Evidence of computing will either be found in online programs such as Scratch or in year group folders.

Role of Subject Leader

The subject leader, together with the head teacher, is responsible for monitoring and evaluating the quality of teaching and learning of computing across the school, and ensuring continuity and progression of knowledge and skills through the coverage of the subject. The subject leader will undertake any relevant training and keep abreast of current initiatives. The school leader will support colleagues with relevant training, planning ideas, lesson delivery and assessment as appropriate. The subject leader is responsible for the ordering of varied and high-quality resources that are appropriate for all children to access their learning.