

CURRICULUM POLICY

SUBJECT: Computing
DATE: Autumn Term 2022

SUBJECT LEAD: Tom Bailey
REVIEW DATE: Summer Term 2023

1. Mission Statement

At Giles Junior School, we not only want children to be digitally literate but through our computing lessons we want them to develop ingenuity, resilience and problem-solving and critical thinking skills. We want our pupils to have a wide breadth of experience – enabling them to find, explore, analyse, exchange and present information to others in a variety of formats.

Understanding technology and its potential is essential in a rapidly changing world where the use of computers is a significant part of everyone's daily life. Through teaching computing, we ensure that children have the necessary skills to be able to use technology in an effective, creative and confident way. A focus on the fundamental skills required when coding or dealing with new software gives our children great confidence in their abilities. This confidence allows them to tinker and explore programs – creating a thirst for learning which allows them to reach their potential.

2. Intent

As evidenced in our Long-Term Plan, each year group is taught three units which are comprised of the three computing strands: Computer Science, Information Technology, and Digital Literacy. Together these strands come together to teach children how computers and computer systems work, how to design, build and analyse programs, and how to find and manage digital information securely. Vocabulary from previous units (including year 2) is consistently recapped, whilst new vocabulary is introduced at an appropriate pace. Cross curricular opportunities are encouraged where possible, including themed days, internal visitors and workshops.

3. Implementation

At Giles Junior School, the computing curriculum has been designed to logically follow the national curriculum so that children are building on their knowledge and skills each year. Each year group teaches three units which focus on the three different strands within computing. By the end of year 6, children will be secure in their ability to design, write and debug programs that accomplish specific goals. They will also understand computer networks including the internet and use technology safely, respectfully and responsibly. Themed days and internal workshops are also supported to help children's love of the subject and understanding through bringing the computing to life.

4. Impact

At the end of each year, the children will have been immersed in three topics from the three different strands of the national curriculum. They will have developed their information technology, digital literacy and computer science skills through the units studied in each year group. By the end of year 6, children will have built upon their computing skills they have developed each year. This will result in each child feeling confident about their skills in computing and ready to further develop them at their next school.

5. Inclusion

In computing lessons scaffolding and extra support will be provided for those whose SEND needs require it. Children with learning difficulties will be identified and have provision made for their particular needs. Provision for pupils with special needs and any other access issues related to this

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subject are detailed in the SEND policy. At Giles Junior School we have high expectations of all SEND learners. **See computing inclusion document for further guidance and explanation.**

6. Health and safety

E-safety is taken very seriously at Giles Junior School. All websites have a safety filter on and any e-safety concerns are dealt with immediately.

7. Home Learning opportunities

Computing home learning is not an expectation, however teachers may set homework if appropriate to do so within a class project or if there are cross-curricular links which can be made to core homework. Alternatively, recommended websites, books and trips which fit into the specific topics, are detailed on the Long Term Computing plan.

8. Assessment

In order to ensure progress is being made in Computing, teachers are required to complete the foundation marking sheet for each lesson to support their tracking of pupils' progress and attainment. The marking sheet should be completed by the class teacher, or whoever taught the lesson (HLTA etc.) for each of the Computing lessons covered within the overall unit. This should be completed as soon as possible after the lesson has finished to ensure that any gaps in skills or knowledge are being identified promptly. These should also be referred back to regularly to ensure that future planning is adapted accordingly to guarantee progress is being supported and encouraged. If a child is identified as being Greater Depth in a lesson, this should not be dismissed and instead should be revisited by the teacher to ensure the children are retaining their skills and knowledge, as well as being given the opportunity to progress them further. This data can then be accessed and used the following year by the next teacher, and help them see how the children in their class have progressed with their Computing learning objectives so that they can meet the needs of their new students more readily.

9. Monitoring

The Computing subject leader will check in with teachers to gain an insight into what has been taught and offer any assistance needed. The subject leader will ensure coverage across all year groups and identify where there may be training needs or further support with planning and assessing for staff. This data/information can also be used to support events such as More Able and PPG activities and workshops. Google Classroom audits and informal learning walks should take place each term to ensure the intent, implementation and impact expectations are consistently in place across the school. Pupil and staff voice is conducted twice a year to ensure staff feel supported and confident in their job roles and children feel engaged, enthused and challenged within their computing learning. This will all be overseen by the Foundation Curriculum Lead.