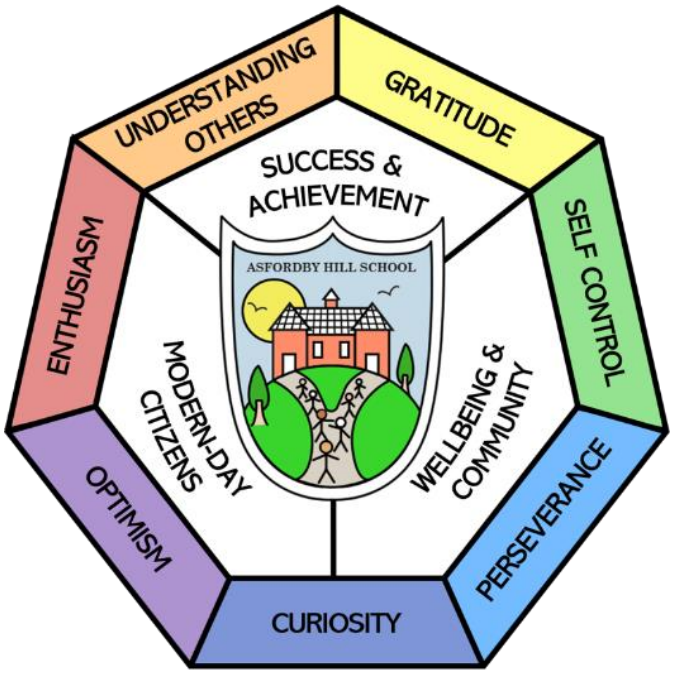
Asfordby Hill Primary School

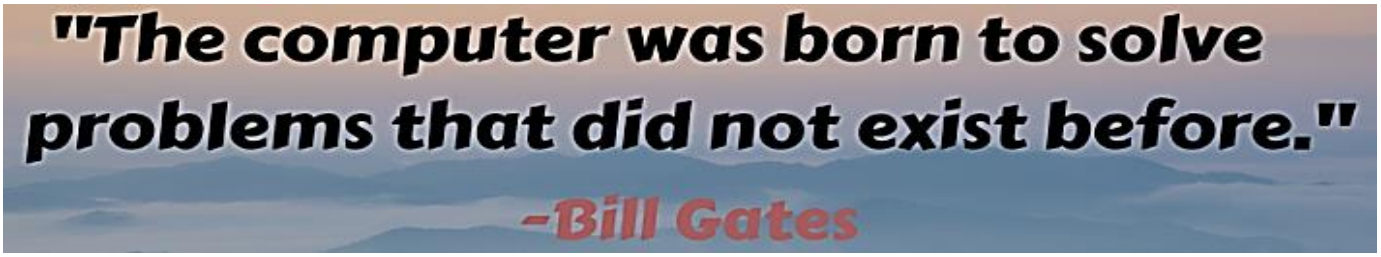
Computing Policy



Individual Value; Valuing Individuals

Our Vision & Aims:		
Success & Achievement	**Modern-Day Citizens**	**Wellbeing & Community**
1. All children have their personal success celebrated. 2. All children achieve highly, regardless of background. 3. All children are resilient, respectful and confident learners.	4. All children leave with deep, flexible knowledge. 5. All children leave literate, including digital literacy. 6. All children experience a rich, broad and balanced curriculum built on foundational British values.	7. All children are happy and safe at school. 8. All children equipped to take charge of their own wellbeing. 9. All children experience an excellent personal development program.

This policy should be read in conjunction with the following policies:	
Teaching and learning Policy Assessment Policy SEN Policy Online Safety, Filtering and Monitoring Policy	
Recommended or ~~Statutory~~	
Date Reviewed: Nov 2024 **Date of Next Review:** Nov 2027	
Committee Responsible for Review:	QEHS
Signature of the Chair of Governors:	



Vision

At Asfordby Hill Primary School, we firmly believe that the knowledge and skills gained through the study of computing are vital to the underpinning foundation of our wider-school vision and aims: it allows them to be 'Modern-Day Citizens'. Specifically, our vision for computing is that all pupils develop a secure foundation in the knowledge and skills they will need for the future, both for their time in secondary school and post-16 study and in their lives beyond education, ensuring they are prepared for life in an ever-evolving technological world.

Rationale

This policy is developed in accordance with the National Curriculum Computing Programme of Study, as well as the Early Years Foundation Stage (EYFS) Early Learning Goals (ELG). It aims to create consistency in computing across the school by outlining our intended curriculum, along with how teachers will implement this curriculum, consisting of key research-informed assessment practices and pedagogical choices. This policy should be read in conjunction with the Computing scheme of work (Kapow), which sets out details of the content that children will be taught.

Intent

The computing curriculum aims to enable all children to:

- develop pupils' understanding of the capabilities of technology and the opportunities it offers to create, manage, organise and collaborate;
- develop children's computational thinking (logic, algorithms, decomposition, pattern seeking, abstraction and evaluation), ensuring they can analyse a variety of problems by applying these principles;
- understand how to stay safe online and be a responsible, digital citizen; and
- leave Asfordby Hill Primary School 'digitally literate', equipped with the knowledge and skills to use information and communication technology competently, creatively and confidently.

Implementation

At Asfordby Hill Primary School, we use the Kapow scheme of work to meet the national curriculum programme of study for Computing and, where possible, as part of the wider 3D curriculum model, appropriate links to the wider curriculum have been made. Our curriculum objectives are divided into three strands, Digital Literacy, Information Technology and Computer Science, and have been sequenced by year group.

Planning and teaching is supported by the Kapow resources, which are designed by expert teachers and are regularly adapted and reviewed to reflect the ever-evolving technological landscape. However, as no child or cohort of children is the same, the resources may be adapted as necessary by teachers at our school to ensure that all children make progress. As such, teachers are free to use other resources when planning, such as (but not limited to) BBC Bitesize, Scratch, Micro:Bit MakeCode, STEM Learning, Minecraft Education, codeclub and PROJECT Evolve. The technology available to deliver the curriculum currently includes laptops, iPads, Interactive Whiteboards, Bee Bots and Micro:Bits. The curriculum is taught in an engaging way, with an emphasis on practical lessons (including digital work and unplugged activities) and work is evidenced on Seesaw.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust computing curriculum, therefore staff use the teacher videos available for each unit on Kapow to develop their subject knowledge and support ongoing CPD.

In an effort to develop children's digital literacy skills, Seesaw is used as a teaching and learning tool across the curriculum, with some of the wider curriculum work being undertaken and evidenced on this application. It helps develop children's technology skills outside of the computing curriculum and reflects the role that technology has in the wider world.

In EYFS, children develop their computing knowledge, skills and vocabulary through focused activities as well as opportunities through continuous provision and enhanced provision – this is evidenced on Seesaw. From year 1-6, computing is taught in discrete lessons but the use of technology and software used in computing lessons are also integrated as part of our wider approach to teaching and learning at Asfordby Hill.

Implementation - Assessment

Assessments are used to inform teaching in a continuous cycle of planning. Informal assessments are made throughout each lesson to check pupils' understanding through assessment for learning (AfL) strategies including quizzing, exit tickets, hinge questions and observations. This information is then used to adjust future teaching and learning where necessary to ensure that children make expected progress.

EYFS assessments are made through adult-led discussions, observations and interactions against our curriculum ready to meet the end of year ELGs. In year 1-6, teachers provide a summative assessment judgement at the end of the year as to whether children are working towards or at age-related expectations for computing, informed by assessment guidance on Kapow.

Special Educational Needs (SEN)/Adaptive Teaching

Computing is taught to all children, regardless of SEN. Computing forms part of the school curriculum policy to provide a broad and balanced education for all children. We adapt learning opportunities to ensure that all children, including those with SEN, can access learning in computing and/or are provided with learning opportunities that match their needs where severe learning difficulties mean that they would struggle to access the same objectives as their peers as per provision maps.

Impact

Impact is monitoring through a triangulation process, where at least two (or more) of the following may be used:

1. 'book looks' are conducted with children (and teachers where possible);
2. child interviews are conducted to understand what knowledge has been retained and attitudes towards science;
3. learning walks are conducted by the subject leader and/or SLT with specific foci in mind that has been shared with staff; and
4. data/trend analysis of end of year teacher assessment data is carried out by the subject leader.

We will know that provision in computing is effective if:

i. Children can talk about how computing is used in the real world, including modern updates in the field, such as the prevalence of AI.
ii. Children can demonstrate computing knowledge and skills by creating digital artefacts for different purposes.
iii. Some children may aspire to work in computing-related jobs, such as programming and software development.
iv. Children have positive experiences of learning in computing.
v. Children can talk confidently about the importance of online safety and demonstrate how they can be a responsibly digital citizen.