



Title: All Saints' CE (VC) Primary School Computing Curriculum Policy		
Ratified by Full Governing Body		
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Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.



All Saints' C of E Primary School Computing Policy

Rationale

All Saints' Primary School believes that computing in the 21st Century has the power to make a significant contribution to teaching and learning across all subjects and ages. We are proud of the achievements that we have made so far at All Saints' in computing and have great hopes and visions for the future. We understand that we now live in a society that is heavily dependent on the understanding and use of technology and therefore strive to provide our children with the best possible education in computing. We also appreciate how computing can be a valuable tool for both teaching and learning and therefore believe that it can be implemented through many other subject areas. Computing has become an exciting aspect of life at All Saints' and we hope that it will continue to grow and develop as it has done so far.

Vision & Aims

- Our aim is to become an "e-confident" school where Computing is integrated effectively in the planning, teaching, learning and assessment of all areas of the Curriculum.
- The Computing Subject Leader and leadership team support staff to deliver a high-quality computing education.
- Computational thinking – the ability to solve problems in a creative, logical and collaborative way – is developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science.
- Pupils become responsible, competent, confident and creative users of information and communication technology.
- Pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Opportunities for communication and collaboration develop understanding of the purposes for using technology and these are used to bring together home and school learning experiences.
- Technology is used imaginatively to engage all learners and widen their learning opportunities,
- Pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
 - Develop computing skills, knowledge and understanding
 - Develop an understanding of the wider applications of computer systems and communication technology in society
 - Develop independent and logical thinking through reasoning, decision making and problem solving
 - Develop imagination and creativity
 - Work independently and collaboratively



Curriculum coverage and progression

- Planning for Computing is implemented using the Teach Computing Scheme of Work as a base for teachers' planning. This scheme of work is based upon the key principles of the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long term and Medium Term planning has been developed by integrating the modules set out in the SoW with the school's Phase Group Curriculum Maps so as to ensure coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage as identified in the Computing POS.
- The Teach Computing SoW includes six flexible units for each year group covering:
 - Computing Systems and Networks
 - Creating Media A
 - Creating Media B
 - Programming A
 - Programming B
 - Data and Information
- Online safety is developed through Computing modules based on resources from national e-safety websites and organisations such as CEOP, Google, commonsensemedia.org and Thinkuknow.co.uk
- Opportunities for using technology as a tool to support learning and teaching in all areas are identified in curriculum planning.

Assessment

- Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and used to inform future planning.
- Each class teacher makes a termly assessment indicating pupils that are working beyond, at or below year related expectations.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Information is shared with the school community through the school facebook, display, celebration events, newsletters, and end of year reports.

Early Years

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.



Online safety

- A progressive Online Safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about online safety are taught as part of Computing lessons and units and reinforced whenever technology is used.
- Parents and pupils sign an acceptable user policy together when a pupil first starts the school.

Monitoring

- The impact of the Computing curriculum is monitored regularly by the Computing Subject Leader through pupil discussion, samples of work and discussion with teachers and an electronic portfolio.
- Regular monitoring of all the Switched on Computing SoW modules and how they integrate into the school's Curriculum Maps informs the subject leader and school development plan.
- The Computing Subject Leader conducts audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of an individual teacher's performance management plan.

Equal opportunities

- The school maintains its policy of equal opportunities as appropriate for Computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.

Resources

- The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National curriculum. We maintain a list of resources used in each phase.
- Online tools such as Google 'GSuite', MyMaths.co.uk, TTRockstars, EdShed and *G Suite for Education* are part of the experience of pupils.
- The Computing Subject Leader, SLT and TDR, our IT support, keep up to date with new technologies and review the school's provision, as well as maintaining the existing resources.
- Hardware and software faults are logged with TDR who then rectify problems.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.



Computing Curriculum Policy

- Old resources are disposed of in line with the County Council's environmental disposal policy and the school's data protection policy where these are applicable.

Roles and responsibilities

- The school community works together to ensure the implementation of the Computing policy.
- The Computing Subject Leader is responsible for monitoring the curriculum coverage and the impact of learning and teaching; and assisting colleagues in its implementation.
- Subject leaders in other curriculum areas are responsible for recognising the links between computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- The Computing Subject Leader reports to the Governing Body when appropriate. Governors may include Computing in their learning walks around the school.
- The class teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate.
- The school receives technical support from *TDR* in the maintenance of computers, printers, the school network and keeping software up to date. The Computing Subject Leader and SLT liaise with TDR to ensure that the systems are running efficiently.

Health and Safety

- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's Health and Safety Policy.

Review

- This policy will be reviewed bi-annually by the Computing Subject Leader and the leadership team and shared with the school community.