Lanesend Primary School

Computing Policy
Curriculum Policy

Signed: …………………………………   **Date:**
(Headteacher)

Signed: …………………………………   **Date:**
(Chair of Governors)

Review Date: September 2018 (Every 3 Years)
Reviewed By: Computing Manager and Curriculum Team

Lanesend Primary
Computing Policy

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2
  (Qualifications and Curriculum Authority 2002)
- National curriculum in England: Computing programmes of study

We believe that 'computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.' (The National Curriculum in England Framework Document (DfE) 2014)

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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.
- To ensure that all pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To ensure that all pupils evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To ensure that all pupils are responsible, competent, confident and creative users of information and communication technology.
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

- To work with other schools to share good practice in order to improve this policy.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum Leadership of Computing;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- appointed a commissioning group to monitor progress in computing.
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Progression Team

The Headteacher and the Progression Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the computing Manager
- encourage parents to take an active role in curriculum development;
- provide Leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;

  - observing teaching and learning
  - work sampling
  - discussions with pupils and members of the school council

- annually report to the Governing Body on the success and development of this policy

Role of the Computing Manager

The Computing Manager will:

- Manager the development of this policy throughout the school;
- work closely with the Headteacher, the Teaching and Learning Commission Group and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;

  - auditing the subject area

- ➢ review of the scheme of work
- ➢ monitoring teachers planning and evaluation of learning
- ➢ lesson observations
- ➢ sampling children's work
- ➢ discussions with pupils

- ensure continuity and progression throughout the school;
- devise a subject development plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- purchase new resources when required and in preparation for the new academic year;
- undertake risk assessments when required;

Role of the Teaching and Learning Commissioning Group

The Teaching and Learning Commissioning group will:

- work closely with the Headteacher and the Computing Manager;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the Computing Manager to develop this policy;
- devise medium and short term planning to suit class;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging and of a good pace;
- have high expectations for all children and provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons

Role of Pupils

Pupils will:

- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;

- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- take part in questionnaires and surveys

Role of Families

Families will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:

  - parents and open evenings
  - parent-teacher consultations
  - curriculum development workshops

- be encouraged to respond to curriculum information;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- encourage effort and achievement;
- encourage completion of home learning and return it to school;
- provide the right conditions for home learning to take place;
- expect their child to hand in home learning on time;
- join the school in celebrating success of their child's learning;

Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature

- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Additional Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are Remarkable;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to develop a growth mindset in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have Remarkable children. We believe that:

- Remarkable children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- Remarkable children are those who have the ability to do well in more than one subject;
- Remarkable children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Additional Educational Needs

We want pupils with identified Additional Educational Needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;

- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Progression Team.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

Computing is linked to all areas of the curriculum.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

- ➤ National Curriculum programmes of study and attainment targets for all subjects
- ➤ teaching and learning
- ➤ planning
- ➤ assessment
- ➤ key skills

- ▪ receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed every three years by the Computing Manager, the Headteacher and the Teaching and Learning Commissioning Group.