

Beacon Federation Policy Document

**Computing Policy**

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| Approved by Governors | N/A |
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***NB – 2019-20 is a transitionary year for the Federation. This policy will be adopted gradually by all three schools over the course of the year with full implementation from September 2020. Not all elements of this policy will be seen consistently across the Federation until that date.***

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**Section 1 - Intended Impact**

We aim for our Computing curriculum to enable our learners to:

* Build knowledge of the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
* Become digitally literate – able to use, express themselves and develop ideas through information and communication technology.
* Make deep links with other subjects e.g. maths, science and design and technology.
* Become fully aware of how to remain safe online through regular and comprehensive e-safety teaching and learning sessions.
* Challenge children of all abilities, ensuring that they make good progress in all areas, in line with and ambitiously beyond the requirements of the National Curriculum (2014), and to ensure that they are fully prepared for the next phase in their education.

**Section 2 – Curriculum Intent**

Our curriculum intends to:

* Develop computational thinking – the ability to solve problems in a creative, logical and collaborative way, developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science.
* Enable pupils to become responsible, competent, confident and creative users of information and communication technology.
* Give pupils 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.
* Give pupils opportunities for communication and collaboration, developing understanding of the purposes for using technology and bringing together home and Federation learning experiences.
* Engage learners through the creative and imaginative use of technology
* Give pupils access to an ever increasing variety of devices and resources and encourage them to reflect on the choices they make to use them.

**Section 3 – Curriclum Implementation**

Planning and Pedagogy:

* We follow the National Curriculum 2014 Programmes of Study.
* Each school will use a high quality scheme of work, in line with the NC, to support teachers in structuring and planning their lessons. Teachers are not required to stick to these rigidly and may adapt their planning in response to the wider curriculum being taught and the needs of their learners.
* Each teacher produces planning according to the needs of their pupils or in a way that they find to be the most useful. Individual teachers then use ongoing AfL to inform and develop their own teaching, annotating planning as required.
* Discrete Computing lessons are part of the weekly timetable for each class. The skills learnt may also be used across other areas of the curriculum.
* Progressive teaching sessions help build the skills and understanding of digital literacy.
* Key skills in information technology are developed through Multimedia and Handling Data threads and are integrated into learning in other curriculum areas.
* E-Safety is systematically, comprehensively taught, and each school will engage in awareness of events such as Safer Internet Day.
* Children are given the appropriate levels of support and challenge in line with ongoing assessment of their needs and abilities.
* The Federation has a separate E-Safety Policy in place that details how the principles of e-safety will be promoted and monitored.
* We are 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.

Assessment, Recording and Reporting

* Progress is assessed formatively by class teachers based on the criteria set out in the National Curriculum.
* 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.
* Over time, children are taught how to self-assess and to evaluate their own and others’ work in a positive and supportive environment, including peer assessment.
* Information is shared with the Federation community through the websites, display and celebration events; with SLT and Governors through regular reporting; and with parents via the children’s Annual Reports.

Early Years Foundation Stage(See also the Beacon Federation EYFS Policy)

* Pupils in EYFS will have experiences using technology indoors, outdoors and through role play, in both child-initiated and teacher-directed time.
* Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals, as appropriate.
* Teachers use the Development Matters document to plan for technology in a range of contexts and assess pupils’ ongoing progress.

SEND

The Federation has the same academic, technical and vocational aspirations for almost

all learners. Where this is not practical, adaptations will be made to the curriculum and resources to allow access to maths for all pupils with SEND, including provision for pupils who are exceptionally able.

Curriculum Leadership

Computing is led across the Federation by a Computing Team, comprising teachers from all three schools and across the key stages. The team has joint responsibility across all three schools, and as such will:

* Stay ‘ahead of the game’ in terms of statutory requirements and current good practice - sharing information that may be beneficial to staff.
* Inspire an exciting, informed and creative approach to computing teaching.
* Support teaching through being a point of contact for all teachers, offering advice and guidance, conducting and feeding back from lesson observations and work scrutiny, and monitoring of planning and assessment.
* Conduct 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 individual teacher’s performance management plan.
* Carry out regular moderation to ensure standards are consistently high, and taking appropriate action where this is not the case.
* Use moderation to ensure that knowledge and skills are sequenced across time and being taught systematically and cumulatively, so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. *This will require moderation both between year groups and across time within each year group*.
* Maintain and store resources, and purchase new resources when necessary.
* The team provides an annual report to governors on the impact of the Computing curriculum and how resources are being effectively deployed. Governors may include Computing in their learning walks around the Federation.
* 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 Federation.
* Class teachers are responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate and effective.

Resources

* The Federation 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.
* Online tools such as Espresso and Bugclub are part of the experience of pupils.
* The Computing Team keeps up to date with new technologies and reviews the Federation’s provision and resources.
* Hardware and software faults must be logged by staff and can be found in the technician’s computer room.
* The Computing Action Plan expresses the Federation’s priorities for future expenditure and is reviewed by the Computing Team and Headteacher.
* Old resources are disposed of responsibly.
* The Federation employs a Technician who is responsible for the maintenance of computers, printers, the school networks, and keeping software up to date. The team members at each school liaise with the technician to ensure that the systems are running efficiently.

Health and safety

* Age appropriate class and safety rules are displayed in the learning environment.
* 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 Federation’s health and safety policy.

Equal Opportunities

This policy reflects and supports the equal opportunities ethos of the Federation. All children will have complete access to the curriculum and this will be provided in accordance with their age and need.