



**Weobley  
Primary  
School**

# Computing Policy

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Reviewed by:	Stephen Warrell - Subject Leader
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## 1. Our Mission

### 'A safe, happy learning environment where everyone is valued'

- The staff at Weobley Primary School are committed to working together to contribute to the healthy growth and development of all our children.
- We aim to create an atmosphere of care, trust and respect in which children feel nurtured, encouraged and valued and staff feel supported by one another.
- Through a stimulating and broad curriculum, we embrace the diversity of cultures, race and social backgrounds.
- We aim for each child to reach their full potential, to be confident and to develop a positive attitude towards their own learning.
- We will provide a wide range of learning opportunities for the children; encourage them to value their own achievements and to celebrate the success of others.
- Our high expectations for achievement include good behaviour, tolerance, cooperation and fairness.
- We welcome active involvement of parents and carers in the life of the school and recognise their vital role in laying the foundation of their children's educational development.
- This partnership is extended to the wider community, where strong, mutually beneficial links are valued.

## 2. Our Intent

A pupil of Weobley Primary School will:

- Demonstrate competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- Exhibit the ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- Show an understanding of the connected nature of devices.
- Display the ability to communicate ideas clearly by using applications and devices throughout the curriculum.
- Demonstrate an understanding of and the ability to use a range of software packages to organize, present and manipulate data effectively

## 3. Implement of the Curriculum

### What does our computing curriculum look like?

Our Computing curriculum is accessible to all and provides children with opportunities to develop their skills using a range of devices and applications. Pupils will be taught in line with the National Curriculum 2014 and opportunities for teaching Computing as part of a cross curricular approach will be encouraged where possible.

Pupils within the foundation stage should be taught:

- Basic functions to control a programmable device for example a BeeBot.
- The use of a keyboard to type uppercase and lowercase letters into a word processing application such as Word
- To use a digital art package such as MS Word to mark make and explore the tools available
- To use a digital device such as an iPad to take photos

By the end of Key Stage One pupils should have developed skills in the following areas:

- Program a range of devices with a set of instructions to achieve a specific outcome – eg. Moving a BeeBot/ProBot across a map or grid. Understand how to correct errors if the desired outcome is not achieved.

- The use of a number of applications such as Microsoft Word and PowerPoint to present information including a range of formatting techniques and the addition of pictures.
- Continue to use digital art applications such as MS Paint to create pictures using a variety of techniques. Explore simple animation software to create a simple animation
- Have an understanding of how and where technology is used outside of school.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Key Stage Two pupils should develop their understanding of everything they have previously learnt and build on this knowledge. By the end of Key Stage Two pupils should be able to:

- Program devices such as ProBots and applications such as Probotix, Flowol, Scratch to produce a more complex outcome, to include repetition, variables and different forms of input and output. Learn to debug programs.
- Use a range of software applications such as iMovie, MS Word, PowerPoint, Publisher and Excel and choose which is the best application to use for a given task.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

The teaching and learning of Computing will be varied and will be the most appropriate method to address the learning outcome of the lesson.

Children will be taught and will work:

- As a whole class
- In groups (sometimes differentiated by ability)
- In pairs or individually

### Time Allocation

Computing should be taught for 19 hours over the course of a year. To ensure Computing is taught in the best possible way, class teachers are given flexibility as to how they allocate this time throughout the school year. For example, this may mean a subject is taught in a block over the course of a week rather than for a short period every week or it may be paired with another subject and each subject taught for half of the term.

### Cross-Curricular Opportunities

If and where possible, and if of benefit of to the children's learning, cross-curricular links, including both the core and foundation subjects, as well as the wider holistic elements, such as PSHE and eco will be developed and delivered.

### Extra-Curricular Opportunities

Wherever possible, extra-curricular opportunities are provided.

### Inclusion and Equal Opportunities

Activities are carefully planned by the class teacher and will be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in Computing will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their experiences in the subject.

We recognise that in all classes, children have a wide range of ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways which include, but are not limited to:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks for each group
- grouping children in mixed ability groups
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children

### Resources

Each class has a range of digital resources available to them or shared with another class. Most classes have 4 or 5 laptops. We also have a class set of iPads and a class set of laptops. There is a small suite 8 computers available in the library for smaller group work.

### Health and Safety

All risks are identified and covered in the School e-Safety Policy

### Further Information

Further detail of the Computing curriculum can be found in the following three documents:

- National Curriculum for Computing 2014
- Subject Map – Computing
- Year Group Subject Map – Computing

## **4. Impact**

Our Computing curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling, and explaining to aid retrieval at the beginning and end of a lesson unit. This will enable all children to alter their long-term memory and know more, remember more and do more as programmers and technology users.

### Assessment

Each lesson in Computing gives the children the opportunity to self-assess their confidence in the lesson's objective. Self-assessments are compared with the teacher assessments and a decision is made as to whether the whole class, a small group or individuals need further support in this area. This additional support is either delivered by the class teacher or teaching assistant.

## **5. Role of the Subject Leader**

### Monitoring

Monitoring is carried out by the Subject Leader, supported by the Head of School and Lead Teacher in the following ways:

- Informal discussions with staff and pupils
- Work sampling
- Classroom observations

- Assessment folder observations

### Training

Any staff training needs identified through monitoring will be organised by the Subject Leader in conjunction with the Head of School and Lead teacher.

### Evaluation and Review

This policy along with the Subject Map and Year Group Subject Map are reviewed annually by the Subject Leader. A Subject Action Plan is also produced each Autumn term, at the same time, the previous year's action plan is reviewed.