



Computing Policy

Staff Responsible:

Gracy Newbould

Date of Issue:

May 2023

Review Date:

May 2024



Teaching and Learning in Computing

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Curriculum Planning

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. Subject Audit - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. Subject Action Plan - Supports the RAG rating from the Subject Audit.
3. Learning Enquiry - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled digitally saved work looks, learning walks, planning/resource checks, pupil voice and staff voice.
4. From the steps above, all findings are collated, feedback is shared, and next steps are actioned.

Delivery of Computing

In Shotley Bridge Primary School, Computing is taught each half term on a weekly basis by the Class Teacher. This is to ensure the children have a broad experience of computing to prepare them for the next step in their future education. At Shotley Bridge Primary School, we have planning that is bespoke to the children in our school and it provides our children with a secure understanding of their computing skills. We use Purple Mash and the Microsoft Suite to cover the branches of Information Technology, Digital Literacy and Computer Science and Education for a Connected World and Project Evolve are used to cover all of the branches of Online Safety.

All year groups are provided with extra lessons for Anti-Bullying week and Safer Internet Day so that the children have guided, meaningful work to understand why that day is important.

In EYFS, the children have access to and use a range of digital devices that link to their curriculum, including our immersive Now Press Play equipment which is used by all classes throughout the year. They often use the iPads and also have access to explore the laptops and computers to prepare them for Year 1.

From Year 1 upwards, the children are all given their own login to access the school network and their own login to access Purple Mash. They are taught the importance of passwords and how to keep them safe straight away so that this is instilled in them throughout their time in school. Purple Mash is where the majority of the children's work is saved and can be accessed by their teacher at any point.

At Shotley Bridge Primary School, we also have Digital Leaders from each year group. These children all have a keen interest in digital technology and must fill in an online application to apply for the position. The Digital Leaders support both staff and students and the Subject Lead in the day-to-day running of the technology in school. They also work alongside our Online Safety Committee to make decisions and to prepare and present important information in whole school assemblies.

Lesson Content

In support of foundational understanding of Computing, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include: -

- Key vocabulary - Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- Digital technology - iPads, laptops, programmable robots (Code-a-Pillars, Bee-Bots and Blue Bots are used to teach sequencing and algorithms) and Now Press Play equipment is all used to support the children and allow them to get the most out of their lessons.
- There are no books for Computing as all of their work is saved digitally (with the exception of EYFS)

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Computing effectively, the following strategies have been implemented: -

- EYFS - Floor books
- KS1 - Digitally saved work on iPads or laptops
- KS2 - Digitally saved work on iPads or laptops

Assessment

Throughout Computing lessons, the Class Teacher uses sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up.

The Class Teacher assesses children's learning through retrieval within the lesson and special retrieval (lesson to lesson, year to year, Key Stage to Key Stage). Class Teachers use a range of strategies, such as evidence in digitally saved work, questioning and observations to make judgements about the children and to plan for next steps.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.