Castle Hill St Philip's CE Primary

COMPUTING POLICY

Date policy last reviewed: January 2022
To be reviewed|: January 2024

AIMS

The aims of the Computing curriculum are to enable children:

- To understand and apply fundamental principles and concepts of computer science.
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To become responsible, competent, confident and creative users of information and communication technologies.

ORGANISATION, CURRICULUM AND PLANNING

Computing is taught discretely to ensure full coverage of the 2014 National Curriculum. As a school we have created four strands within the Computing Curriculum. They are Digital Citizenship, Software, Computer Science and Programming. These four strands have a set of progressive skills for children to follow year upon year which follow the Rainbow Continuum (long term plan). This enables class teachers to teach skills based on prior attainment levels.

Teachers create their own medium term plans for each of the strands taught across the year to ensure skills are being taught across the year.

ROLE OF THE COMPUTING SUBJECT LEADER

The role of the Computing Subject Leader is to:

- Be responsible for the development of Computing in school as a discreet subject and as an aid for teaching and learning.
- Monitor the effectiveness of Computing through school- pupil interviews, lesson observations, medium term planning scrutinies and tracking children's progress.
- Provide evaluations of monitoring to the senior leadership team.
- Support teachers when needed with planning.
- Provide and organise staff training.
- Liaise with Maintenance Company to ensure equipment is working properly.

INCLUSION

At our school we teach Computing to all our children, whatever their ability. We strive to meet the needs of pupils with special educational needs and disabilities, those who are gifted and talented and those learning English as an additional language. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children.

ASSESSMENT AND RECORDING

When teachers plan for a Computing strand following the Rainbow Continuum they firstly consider the prior learning experiences the children have had. This enables teachers to provide a progressive programme of study. Following lessons, teaching staff informally assess the lesson and consider the next steps based on the learning outcomes for the lesson.

Each strand of the Computing Curriculum has an assessment sheet to record whole class assessments and show progression based on the rainbow continuum. This should be completed by the class teacher after each strand of the Computing Curriculum is taught.

At the end of the year at least 4 of these whole class assessment sheets should be completed and then follow the class up to ensure that teachers are planning a progressive programme of study for Computing.

It is the responsibly of the class teacher to ensure that assessment is carried out after each strand of the Computing Curriculum. This will be monitored regularly by the Computing Subject Leader.

RESOURCES

Most resources for Computing are kept in the Computing resource cupboard and classrooms.

MONITORING AND EVALUATION

The teaching staff monitor their pupils through observation, discussion, teacher assessments and the marking of learning.

The teaching of Computing is monitored through work scrutinies, pupil interviews, lesson observations, short and medium term planning, discussion during staff meetings, INSET and tracking pupil progress through formative and summative assessments. It is the responsibility of the Subject Leader to monitor the Computing curriculum and teaching and to provide evaluations to the senior leadership team.