



Computing Policy

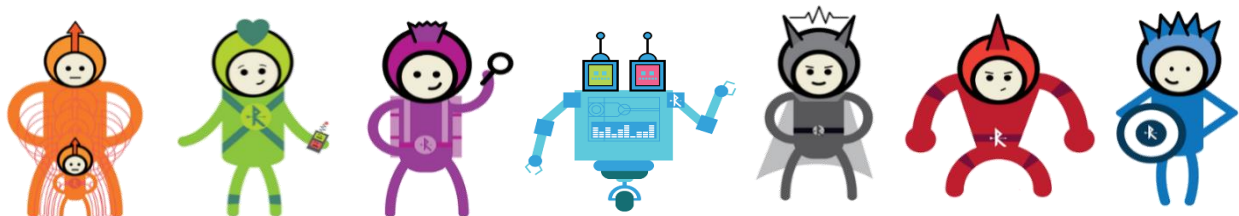
Review frequency: Annually (2022-23)



Computing Policy

“A high-quality 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.”



Intent

We recognise at Robin Hood that Computing is a critically important part of the curriculum with the digital world quickly evolving around us. We have a duty to ensure children leave primary school with the skills and knowledge which they require to be fully equipped and confident in their secondary education and beyond. Computing at Robin Hood should teach children how to become digitally literate by understanding the systems, networks and devices around us; knowing how they work and how to work them.

Like most subjects, the teaching of Computing should be made explicit either weekly within specialist trios or termly so that all objectives for each year group are covered. There may be opportunities for the teaching of Computing to coincide with other subjects – this is encouraged. The delivery of Computing sessions should be creative and allow children the opportunity to problem solve and think for themselves, with outcomes being made clear and carried out to a high standard.

To ensure that the content of our Computing curriculum is delivered at high standard, it is essential that our curriculum is underpinned by the key messages around Online Safety and these must be conveyed to the whole school community regularly to keep everyone updated. All staff should be aware that keeping children safe online is not the role of the Computing lead or the Safeguarding team, but instead a shared responsibility.

Implementation

- Computing sessions may be focused around the use of digital devices (iPads, tablets, computers) but the key skills can also be taught 'unplugged' where necessary.
- Year 4-6 have access to 1:1 iPads should use these innovatively with Computing skills being taught more frequently and across the wider curriculum.
- All year groups to make use of the Digital Zone to support the teaching of weekly Computing sessions.



a) Pedagogy

- The teaching of Computing must be made explicit.
- There is no expectation around weekly teaching but objectives must be covered across the year and highlighted on each year group's Root and Branch.
- Lessons may be project-linked where appropriate, but it is not compulsory.
- The delivery of Computing should be creative and allow children the opportunity to problem solve and think for themselves, with outcomes being made clear and carried out to a high standard.
- Teachers are responsible for the planning of the subject and therefore have responsibility for ensuring the content is age-appropriate and builds on prior knowledge.
- Children across all year groups should be taught age-appropriate vocabulary and children must understand this terminology by the end of a unit/year.
- As of September 2021, Year 1 and 2 will receive weekly specialist teaching from the Computing lead.



b) School Policy

- The key messages around **online safety** must be made clear to the whole school community and at regular, appropriate intervals throughout the academic year. In KS2, these messages should be in line with the '**Be Internet Legends**' scheme of work; be sharp, be alert, be secure, be kind, be brave.



c) Assessment

- Class teachers should regularly seek **assessment** opportunities against Computing objectives informally using observations, quizzes, checklists, peer/self-assessment.



- Those year groups with access to 1:1 iPads should ensure children have the ability to showcase their work on Showbie.

d) Monitoring

- **Monitoring** of the subject will be carried out termly through planning scrutiny, lesson observations, pupil interviews and outcome assessments. Feedback will be sent out to staff.

e) Training:

- Ongoing **CPD opportunities** and **support** offered, including team teaching and resources loaned through package with KRCS.
- Apple Teacher badges for staff across school should provide key skills for using their iPad to support teaching and learning.



f) Wider Curriculum:

- The use of technology can help support the teaching and learning across the wider curriculum, particularly with 1:1 iPads in Y4-6 where children use their iPads creatively and apps such as iMovie, Pages and Pic Collage.
- The use of technology links to PSHE (online safety), Art (digital art) and Maths (data handling)
- Termly newsletter to go out to parents to promote online safety messages and provide relevant updates that are age-appropriate.



British Values

Computing encourages children to make their own choices within projects such as game design and presentation skills; we encourage **individual liberty** and freedom so that children can produce work personal to them. Within the Digital Literacy strand of the curriculum, children are taught the **laws** around online safety where age restrictions issues help protect us and there are dangers such as grooming, hacking and identify theft that children should be aware of. We also teach children to be kind to each other online, showing **respect** at all times whilst also being mindful of our digital footprints.

Adaptive Teaching and SEND

The teaching of Computing can easily be adapted to meet the needs of all learners at Robin Hood, promoting inclusivity. It is the role of the teacher first and foremost to ensure that the teaching is adapted in a way that responds well to each child in their class. As Computing is a practical subject, we have found that all children can access lessons in some way. In some occasions, this may require more adult support or some children being taught in small group sizes. Instructions may need to be simplified or delivered in smaller sequences so that they are more manageable.

For those children who excel at Computing, class teachers should encourage challenge and opportunities to 'go beyond' without going into the following year group's objectives. This may include;

- Giving children an opportunity to make choices for themselves.
- Using multimedia to show a range of Computing skills.
- Explaining their logical thinking in detail.
- Being used as a Captain to share their expertise with other learners.

Impact

KS2 Attainment in Computing	
2021-2022 (Y1-Y6)	70 % @ EXS
	14 % @ GD