

Dilton Marsh Church of England Primary School

Computing Policy

Monitoring of this policy:

This policy has been developed by a working group made up of:

- Head teacher: Jill Hibbs
- Computing lead: Samuel Thomas

Schedule for review of this policy:

This policy was approved by the Governing Body on:	Draft
The implementation of this policy will be monitored by:	Samuel Thomas
Monitoring will take place:	Annually
The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group:	Annually
Next review date:	September 2022

“For Nothing is Impossible with God.”



Dilton Marsh Church of England Primary School Computing Policy

1. Computing Intent Statement

At Dilton Marsh C of E Primary School we believe that high quality computing education provides the foundations for understanding the world around us. Through our computing curriculum at Dilton Marsh we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. We want our children to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study computing. We want children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate but, throughout computer science lessons, we want them to develop creativity, resilience, problem solving and critical thinking skills. We want our pupils to have a breadth of experience to develop their understanding of themselves as individuals within their community the wider community and as responsible digital citizens.

Our school vision is Together, we strive to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.

We share a passion for life-long learning and strive for the best for ourselves, others and the World.

Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

“For Nothing is Impossible with God.”

Luke 1 : 37

Through our school vision, we strive to have children who ‘have a passion for life-long learning’ and ‘curiosity’ to question the world around them. We want our children to challenge their thinking and know that possibilities are endless.

Computing in our school is about developing children’s ideas and ways of working that enable them to make sense of the world in which they live through computing and online safety lessons. The staff at Dilton Marsh C of E Primary School ensure that all children are exposed to high quality teaching and learning experiences, which allow children to develop their technological creativity.

We aim to immerse our children in new computational vocabulary to aid their knowledge and understanding. We intend to provide all children with a broad, balanced and stimulating computing curriculum.

“For Nothing is Impossible with God.”

Luke 1 : 37

2. Implementation

In ensuring high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school.

We ensure that all children are provided with rich learning experiences that aim to:

- Prepare our children for life in an increasingly scientific and technological world today and in the future.
- Keep children safe in a growing technological world.
- Help our children acquire a growing understanding of developing technologies.
- Help develop and extend our children's curiosity of technology.
- Develop resilience through problem-solving skills.
- Encouraging open-mindedness, self-assessment, and perseverance.
- Develop the use of computing in investigating and recording.
- Make links between Science and other subjects.

In ensuring high standards of teaching and learning in Computing, we implement a curriculum that is progressive throughout the whole school.

2.1 Planning

Planning for computing is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programme of study for Computing 2014' and, 'Understanding of the World: Technology' in the Early Years Foundation Stage.

Computing teaching at Dilton Marsh C of E Primary School involves adapting and extending the curriculum to match all pupils' needs. Therefore, the curriculum is tailored and individually planned so that it can be effectively taught using the infrastructure we have in place and so it can meet the needs of all our pupils. We aim to stretch and challenge the most able and develop the independence and confidence for the less able learners to all meet their full potential and beyond.

Online Safety Strands:

Internet Safety
 Privacy and Security
 Relationships and Communication
 Cyberbullying
 Self-image and Identity
 Information Literacy
 Creative Credit and Copyright

Computing Strands:

Using Technology
 Using the Internet
 Creating and Publishing
 Programming and Control
 Using Data
 Digital Media
 3D Modelling (Y5)

We have a carefully progressive curriculum which focuses on building the children's knowledge for all the key areas. Pupils are given the opportunities to develop their skills and knowledge in each unit. Progression is built into the Computing Scheme of Work to ensure that pupils are increasingly challenged as they move up through Dilton Marsh School.

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- Long term planning is based upon the 'The National Curriculum programmes of study for Computing 2014' and, 'Understanding of the World: Technology' in the Early Years Foundation Stage.
- Medium term planning is provided by the Computing curriculum lead and is shared/reviewed with all teaching staff yearly.
- Planning is differentiated to make it appropriate to the pupils being taught and is based upon their prior knowledge and understanding and skills.

2.2 Delivery

Computing is taught in discrete weekly skills sessions to ensure coverage and depth to a specific area. Each term begins with a session focussing on a different Online Safety concept (See online safety policy, curriculum intent). Online Safety lessons are planned as a separate strand and are interwoven throughout the year following out Online Safety Scheme of Work.

Each term focusses on a different strand of computing and new vocabulary is introduced using out Word Aware teaching. Medium term planning outlines the specific skills needing to be taught for that term. Teachers then use this as a basis for their weekly planning of the sessions.

2.3 Ensuring Progression

At Dilton Marsh C of E we ensure progression between our year groups by focussing on what has been previously taught and focussing on what the children are working towards through a carefully planned progressive curriculum.

This progressive curriculum is reviewed and changed to adapt with developments in the technology, research and as a response to the skills which need to be focussed on. Where possible, teachers plan to suit their children's interests, current events and teaching style and we endeavour to continuously develop our resources to provide the best quality.

Progression is also highlighted on the school's scheme of work for teachers to understand what the children have been previously taught.

2.4 Implementation in Early Years and Foundation Stage

Our progressive curriculum starts from EYFS to give our children a solid introduction to computing and technology. The curriculum is based on the Development Matters 'Understanding the World: Technology' strand and aims to support children to work towards the Early Learning Goal by the end of the year.

The planning for EYFS is tailored to support the children's basic learning and ensure a smooth transition to Key Stage 1. It gives opportunities for children to develop their own curiosity for technological world and give them a strong foundation for a love for learning from the very start of their learning journey.

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2.5 Support for Disadvantaged Children and SEND

Computing teaching at Dilton Marsh C of E Primary School involves adapting and extending the curriculum to match all pupils' needs. We aim to stretch and challenge the most able and develop the independence and confidence for the less able learners to all meet their full potential and beyond.

To ensure that all children have access to the lessons. Sometimes the deployment of teaching assistants and word banks are used to meet the individual needs of our pupils. We also offer specific intervention to develop children's typing and computing skills.

Research proves that Disadvantaged children and SEND children are particularly vulnerable to internet safety issues and our school always takes this into consideration when planning our curriculum. Our Online Safety Curriculum is designed to support all learners and staff are trained to look out for the most vulnerable if an Online Safety concern is raised. This is in line with the Online Safety policy and Responsible Use Policy.

3. Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the computing curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. This curriculum is reviewed every two years to keep up with advances in technology and will hopefully shift with the development of the children's skills.

All children will have:

- A wider variety of skills to make them digitally literate,
- A richer vocabulary which will enable to articulate their understanding of taught concepts,
- High aspirations, which will see them through to further study, work and a successful adult life.
- A curiosity for the world around them which will enable them to be inquisitive and question new concepts which come their way.
- Respect for themselves and their peers in an ever-growing technological world.

3.1 Assessment

We measure the outcomes of teaching following the 'I can' statements in our school's curriculum. Teacher's RAG rate the learning during the teaching of each block. Where children are working about the expectation for that unit, teachers assess this using a blue rating to identify the most able.

The Computing curriculum lead reviews the outcomes of teaching and learning to ensure that the children are making good progress and ensure there is good coverage of the Computing curriculum.

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3.2 Monitoring and evaluation

The Computing subject leader, under supervision of the Headteacher and leadership team, is responsible for ongoing monitoring and evaluation in order to ensure high standards and improved outcomes across the subject. A subject action plan is shared and reviewed annually, and the Computing subject leader regularly monitors children's work, conduct pupil interviews, and questionnaires to measure the impact of teaching on children's curiosity, enjoyment, and retention of content.

3.3 Extra-curricular opportunities

The school ensure children have access to high quality resources through the 'Wiltshire Library'. There is an annual STEM week to develop the children's 'Awe and Wonder' for the subject. The school is also currently developing 'Digital Leaders' who will have some responsibility for equipment and Online Safety. As often as possible, staff volunteer to run and computing club and newspaper club to help develop the children's skills and enthusiasm for the subject.

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