



## Anston Hillcrest Primary School

OUR CORE VALUES ARE: Resilience, Respect, Kindness and Teamwork

### COMPUTING POLICY

<b>Vision</b>	<p>At Anston Hillcrest we work together as a community to provide a happy, safe and secure learning environment where everyone is valued and shown respect. We value the Mental Health and Well Being of the whole community. We create an inclusive culture, with an ambition of success for all. Our curriculum stimulates and excites the imagination, providing children with the knowledge they need to thrive; be successful learners; meet the challenges of an ever-changing, diverse world and <b>'Make a Difference'</b>.</p>			
<b>Key Drivers</b>	<p><b>Emotional Well-being</b></p> <p>We want all pupils to have good Mental health</p>	<p><b>Reading</b></p> <p>We want reading to be at the heart of everything we do; unlocking learning throughout the curriculum.</p>	<p><b>Local and Global Citizenship</b></p> <p>We want our children to engage in learning that raises their awareness of real life issues. Issues that change their outlook on the world and challenges them to make a difference.</p>	<p><b>Creativity</b></p> <p>Through imaginative curriculum design, we will provide real life, purposeful and authentic learning opportunities to engage the children and make learning memorable. We want our children to be thinkers: find alternative options, solve problems, take risks, make links between learning and communicate effectively.</p>
<b>Computing INTENT</b>	<p>At our school we want pupils to be MASTERS of technology and not slaves to it. Technology is everywhere and will play a pivotal part in our students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.</p>			

Underpinned by...	<b>High Expectations</b>	<b>Modelling</b>	<b>Research/Evidence</b>	<b>Vocabulary/Quality Texts</b>
	All children are expected to succeed. Teachers are clear with all pupils about what expectations are and what they expect children to know.	Teachers teach the Computing skills needed to succeed in providing examples of good practise and by having high expectations of all pupils.	12 principles are embodied by the Teach Computing Curriculum, and examples of their application can be found throughout the units of work at every key stage. Beyond delivering these units, you can learn more about these principles and related strategies in the National Centre for Computing Education pedagogy toolkit. <a href="http://ncce.io/pedagogy">http://ncce.io/pedagogy</a> The Teach Computing units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme.	

IMPLEMENTATION	Computing is taught through the Teach Computing Curriculum. <a href="http://ncce.io/tcc">http://ncce.io/tcc</a> The Teach Computing Curriculum is structured in units. For these units to be coherent, the lessons within a unit must be taught in order. However, across a year group, the units themselves do not need to be taught in order, with the exception of 'Programming' units, where concepts and skills rely on prior learning and experiences.			
	<b>Planning</b> Computing is mapped out on a 1 year cycle to ensure that knowledge is mapped out progressively and <b>ALL children</b> develop skills systematically. The Computing Scheme of Work sets out the details of the programs that will be used and the skills that should be taught and developed in each year group. Teachers use the scheme of work to plan lessons that are differentiated to meet the needs of the children they teach. During the session the teachers plan for cover the skills set out in the long term plan and integrate these skills into other areas of the curriculum. E-Safety is also taught as part of scheme of work provided. The planning of Computing in the foundation stage is in the context of the EYFS themes and provides a foundation of skills to build upon in KS1.		<b>Assessment</b> Formative Assessment opportunities are listed in the lesson plans to ensure to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. The learning objective and success criteria are introduced in the slides at the beginning of every lesson. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. To assess pupils understanding we capture: Work pupils have completed, photographs of the work during an activity, pupils self assessments at the end of lessons. This knowledge informs teacher judgements an future planning.	
	<b>Knowledge/skills</b> Knowledge and skills are mapped out across year groups using the Teach Computing Scheme.	<b>Cross curricular</b> Computing is embedded in the wider curriculum through cross curricular work. Opportunities are mapped out on outcome grids to allow children to embed knowledge and skills in other areas.	<b>Frequency of teaching</b> All classes are allocated one 1 hour sessions per week in the suite to work on the computing curriculum. Computing is embedded in the wider curriculum through cross curricular work.	
	<b>Resources</b> Currently the hardware and software for each class is monitored through the resource audit. All classes are allocated one 1 hour sessions per week for the ICT suite. Class sets of ipads and laptops ar also available for classes to use at other times. The scheme of work provides resources linked to the learning for each lesson.			

<b>IMPACT</b>	<b>OUTCOMES</b> A pupil working at age-related expectations should be able to meet the success criteria for each lesson by the end of the unit. However, it should also be noted that some pupils may take longer to grasp certain skills and concepts and therefore may achieve a success criterion from a lesson at a later date. Outcomes are to be saved on student shared drive and celebrated on classroom displays.		<b>EVIDENCE IN SKILLS</b> Children are taught Computing skills progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum programme of study.	<b>EVIDENCE IN KNOWLEDGE</b> Children build their knowledge from end points from previous years. Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.
	<b>PUPIL VOICE</b> Through discussion and feedback, children talk enthusiastically about Computing and understand the importance of this subject.	<b>INCLUSION</b> All pupils are to have access to the use of IT regardless of gender, race, cultural background or any physical or sensory disability. We recognize as an issue the inequality of access to IT in the home. Where use of a computer proves difficult because of a disability, the school will endeavour to provide specialist equipment and software, so that the pupil can have access.		
<b>MONITORING (QUADRANGULATION)</b>  Takes place every term by the subject leader.	<b>Assessment</b>	<b>Books/Outcomes</b>	<b>Planning</b>	<b>Observation</b>
	Assessment for learning is continuous throughout the planning, teaching and learning cycle.	Pupil Work moderation and monitoring of outcomes of work, to evaluate the range and quality of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).	Teachers use the planning outlined in the scheme of work adapting where necessary to meet the needs of the pupils.	Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching. These are through planned observation and monitoring and learning walks.