



Aim High

Never Give Up

Follow Your Dream

Lead By Example

COMPUTING POLICY

Ratified By	Curriculum Committee
Date	08/02/2021
Minute	10
Review Date	Spring 2024
Policy Statement	
What is the policy for?	A framework for teaching of Computing across the school
Who has devised and contributed to this policy?	The policy has been written by the subject leader and staff in school have been fully consulted
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	EYFS policy Feedback and Assessment Policy SEN policy Homework Policy Acceptable Use

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Aims

Intent - What are we trying to achieve?

Our Computing curriculum will help our pupils to develop their computational thinking, applying the fundamental principles of computer science to a variety of problems. They will understand that computing can have a positive impact on the world and know how to stay safe online.

By the end of Key Stage 2, pupils will understand how digital systems work and how to put this knowledge to good use. They will become digitally literate and able to use a variety of programmes with confidence and independence.

Our aim is for pupils to enjoy using computing and prepare them to be active participants, making a positive contribution in a digital world.

Implementation – How is the curriculum being delivered?

We use the Kapow curriculum to meet the national curriculum programme of study for Computing. Our curriculum objectives are divided into strands:

- Digital Literacy
- Online Safety
- Computational Thinking
- Computers and Hardware
- Cross-curricular application
- Coding

The curriculum has been divided into year group objectives. Planning and teaching is supported by the Kapow resources, which are designed by expert teachers but adapted as necessary by teachers at Norwood Primary School.

The technology available to deliver the curriculum currently includes: laptops, Chromebooks, Interactive Whiteboards, Bee Bots, sound buttons, cameras, kindles etc. We work in partnership with a local secondary school who have an IT Technician employed to support pupils and staff for half a day per week on site and remotely in an ongoing fashion.

The curriculum is taught in an engaging way, with an emphasis on practical lessons and work is saved in a pupil folder in their Goggle account that can be shared with other children and adults via the functionality of a Google Shared Drive.

A Curriculum Map is available on the school's website so that parents/carers are able to support their child's learning at home.

A Computing Progression Map shows how the national curriculum objectives are sequenced to be taught. Each objective is revisited each year to consolidate and build the knowledge, skills and understanding reflected in the national curriculum programme of study.

Teachers will use the Kapow planning to teach the curriculum but adapt as they see fit to ensure challenge and make appropriate links to the wider curriculum.

Impact - What difference is the curriculum making?

Our Computing curriculum teaches essential life skills for modern children. It will help them to become active participants in their digital world and prepare them for navigating it independently and responsibly as they mature.

Computing will promote the pupil's spiritual, moral, social and cultural development by ensuring they understand that their moral code applies to their digital presence. They will see that computing can be a force for positive world change.

Computing will promote British Values by ensuring children understand right and wrong, understand consequences and know that mutual respect is important.

Computing will help pupils develop a Growth Mindset by demonstrating that most problems are fixable by unpicking them logically.

Kapow

Full guidance of the curriculum can be found at <https://www.kapowprimary.com/subjects/computing/>

The ethos and approach of this resource is

- Authored by primary computing specialists using free readily-available software
- In-built CPD for teachers: learn as you plan
- A full scheme of work, easily adaptable to your teaching needs
- Clear progression of skills and learning throughout, EYFS, KS1 & KS2
- Relevant cross-curricular opportunities

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements*
- *Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*
- *It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals*

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board*
- *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*
- *They manage requests to withdraw children from curriculum subjects, where appropriate*
The school's procedures for assessment meet all legal requirements
- *The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
- *The governing board is advised on whole-school targets in order to make informed decisions*
Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

- *They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.*
- *The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.*
- *The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.*
- *Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.*
- *Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out the in Subject Leader*

Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

- *More able pupils*
- *Pupils with low prior attainment*
- *Pupils from disadvantaged backgrounds Pupils with SEN*
- *Pupils with English as an additional language (EAL)*

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening were all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.