Computing Policy

Outwood Primary School

Intent

At Outwood primary school, we want our children to be computer literate, safe and confident to use and apply the skills they have learnt in the wider technological world, in line with the national curriculum 2014 and 'Development Matters in the EYFS' guidance. Our computing will offer children the opportunity to:

- Work with increasing independence in communication, language and literacy
- Work on skills across the curriculum with increased confidence and understanding
- Develop and enhance their work in all areas of the curriculum
- Become fully involved in physical and practical activities using tools
- Work on joint projects with others
- Access 'programming' at a level appropriate to the individual learner.

Implementation

At Outwood Primary, progression maps are developed and used to ensure coverage and progression. We teach the four computing strands:

- Digital literacy
- Understanding technology
- Programming
- E-safety

Each half term, teachers focus on one computing strand and deliver at least one e-safety lesson. We use our computing progression knowledge and skills documents to create long term curriculum maps that make meaningful links where possible in order to deepen learning and understanding. From these maps, teachers create medium term plans with a clear sequence of lessons that leads to a final piece or end points. Individual lessons will have clear learning intentions based on knowledge and underpinned with skills. Lessons will incorporate key questions, specific vocabulary and

expected outcomes. The children complete and save work in the shared area on the school system.

All children will be take part in computing lessons irrespective of race, nationality, gender, creed and level of ability and learning style. Some examples of approaches that may be used are app based learning, using the computer or appropriate presentation technologies (i.e. data projector, Interactive whiteboard etc.), individual, paired or group work developing ICT concepts and skills using non electronic media, guided discussion and evaluation of work-in-progress and finished work.

The subject leader will monitor plans, work completed and lessons termly.

Impact

Throughout the year, children will work at a level suitable to their understanding, based on all four strands. By the end of each school year the children will be confident in all aspects of the National Curriculum and be able apply their knowledge to other subjects.

Each teacher has an assessment folder used to assess the acquisition of the Computing knowledge and skills. Throughout the year, the teacher's assess the children's knowledge and skills. This is monitored by the Computing subject leader.

At the end of the year, teacher's input data onto SIMS and these are stored in the assessment file.

Monitoring and review

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in computing. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for computing in the school. The subject leader has an action plan and strategic discussion tool that gives the Head teacher clear information on the progress of computing in school.

Revise Autumn 2021