

	<h1 style="margin: 0;">CLIFTON COMMUNITY PRIMARY SCHOOL</h1> <h2 style="margin: 10px 0 0 0;">COMPUTING POLICY</h2>
<p><i>'Enjoy and Achieve Together'</i></p>	

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Next Review Date	Autumn 2023
Committee Responsible	Governing Board
Document locations	Staff shared Drive – Policies

Change History

Version	Date	Change Description	Stored
1	February 2020	Altered to incorporate the Intent / Implementation and Impact of the COMPUTING Curriculum	Co-ords / staff shared
2	February 2023	Altered to incorporate the Intent / Implementation and Impact of the COMPUTING Curriculum	Co-ords / staff shared
3	February 2023	Updated safeguarding, inclusion and equal opportunities section	Co-ords / staff shared
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CLIFTON PRIMARY SCHOOL

CURRICULUM POLICY FOR COMPUTING

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

- Pupils have opportunities to use a variety of COMPUTING equipment as we are aware they are living in a rapidly changing world, in which COMPUTING is playing an ever-increasing role.
- Pupils are equipped with the skills to adapt to new technology and to give them confidence to use COMPUTING to further their learning and assist them in everyday life.
- Pupils gain increased COMPUTING skills to promote independent learning and give greater access to a wide range of ideas and experiences.
- Pupils are taught how to use the internet safely and gain skills in what to do if they experience something negative online.

Intent – what we will do

Knowledge:

We want our children to:

- *To develop children's individual COMPUTING capability and understanding*
- *To ensure all children know how to stay safe online*
- *To know how to use COMPUTING as a tool for learning and investigation*
- *To know how to use IT throughout their education, home and further work life.*
- *To recognize the potential, and deepen the necessity of COMPUTING in everyday life*
- *To be curious and interested in new technologies*

Skills:

We want our children to:

- Understand and use technological language
- understand what algorithms are, how they are implemented as programs on digital devices and write and debug programs that accomplish specific goals
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use logical reasoning to explain what they have done and how it works.
- understand computer networks including the internet
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Implementation – how we will do it

We aim to:

- *Teach COMPUTING (using the national curriculum) in ways that are purposeful, well managed and enjoyable for pupils.*
- *Give clear and accurate teacher explanations and encourage pupils to ask and answer their own questions.*
- *Make clear links between COMPUTING and other subjects.*
- *Make sure that pupils are given enough time to study the 3 main areas of COMPUTING curriculum. These are Digital literacy, information technology and computer science.*

At Clifton COMPUTING is taught every discretely every term, with the teaching and learning of COMPUTING. It is also taught cross curricularly throughout each term. We ensure children are exposed to many different COMPUTING topics throughout their time at school.

In EYFS COMPUTING is vital part of the topics covered over the year and it is integrated into their learning and play. We relate this to the COMPUTING aspects of the objectives of the ELG, focusing on their knowledge and understanding of the world.

The teaching of COMPUTING in the EYFS:

- helps children to develop their knowledge and understanding of the world they live in, including the use of technology
- supports pupils to confidently and independently use a variety of everyday technology including: CD player, smartboard games, iPads and a variety of toys with leavers, pulleys, buttons and programmable toys
- enables children to explore features of their own immediate environment and how technology is used within this
- helps children to know how to operate some electronic toys
- teaches children to use the computer to find information
- allows, adult support, use a wider variety of COMPUTING equipment
- enables pupils to be able to explain what some COMPUTING equipment does and know how to operate them safely, knowing that clicking on different icons on a computer makes it do different things.
- helps children to select different equipment for different purposes. E.g. torches for light, walkie talkies to communicate with peers
- supports pupils in using hardware (such as codapillars) to explore basic programming and software

The teaching of COMPUTING in key stage 1 [KS1]:

- ensures children are given the opportunity to be curious, explore and use new equipment, asking questions and finding answers about what they are doing.
- Enables pupils to develop an understanding of the uses and importance of simple technology in and out of school.
- provides opportunities for children to develop key skills in simple coding through a variety of equipment.
- ensures learning is hands on and first hand

- helps children to develop, use and understand key COMPUTING language

The teaching of COMPUTING in lower key stage 2 [KS2]:

- enables children to broaden their COMPUTING views and knowledge of the COMPUTING that is around them , both in an out of school, building upon what they have learned and remembered in key stage 1. This is achieved through exploring, experimenting, problem solving and debugging.
- enables children to develop their own ideas and understanding of the different COMPUTING equipment and which would be appropriate to use to find their answers.
- enables children use COMPUTING equipment safely and correctly for a variety of purposes.
- ensures children can draw conclusions using COMPUTINGspecific language.

The teaching of COMPUTING in upper key stage 2 [UKS2]

- focuses on the children developing a deeper understanding of a range of COMPUTING areas and skills.
- ensures children can explore and talk about their ideas, think of their own questions about why things happen, and analyse coding for debugging purposes to a further level, making effective use of their prior knowledge and skills
- ensures children can create conclusions based on the what they have found and to be able to justify the answers using COMPUTING knowledge and language accurately.
- Ensures children are able to use a variety of equipment to produce different artifacts, including video, sound and images.
- Provides pupils with the knowledge and understanding of networks and how the internet works.
- Continues to develop skills and knowledge of how pupils can be safe whilst online.

In KS1 and KS2 the curriculum overviews are available on a shared file. In addition to the knowledge and understanding aspects of the National Curriculum, emphasis is on internet safety and correct usage of equipment.

Teachers are encouraged to actively teach COMPUTING skills, and reinforce learning with selected enquiry stimulations. We encourage children to ask and answer their own questions as often as they like.

Children should complete at least one topic per area of the national curriculum. These topics may be based on their current topic, but have a focus on developing the children's COMPUTING skills and therefore can be taught descretely. This allows our children to be exposed to COMPUTING vocabulary and develop their enquiry skills outside of COMPUTING lessons.

Impact - what we can do now:

Assessment and recording:

We collect evidence for impact in the form of:

- Scrutiny of children's work (where appropriate – saved on Purplemash or the system)
- Teacher assessments made against the National Curriculum objectives at the end of each term recorded (TO BE DEVELOPED)
- Photographic evidence
- Pupil voice
- lesson observation
- Learning walks - Learning which is displayed on the working wall

Each topic commonly begins with an exploration lesson and to find out what the children already know. The learning objective for the lesson is always shared with the children. However, this may not always be at the beginning of the lesson. For example, if the investigation or enquiry leads the children to discovering the learning objective for themselves.

Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve on for next time.

Safeguarding, Inclusion and Equal Opportunities:

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including Computing which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

Protected Characteristics

In adherence to the Equality Act 2010 the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Review:

This policy will be reviewed annually by the science curriculum leader.