



BENGEWORTH CE ACADEMY

COMPUTING POLICY 2022-23

September 2022



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



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STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider World ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/term's focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Subject Intent

The National Curriculum for Computing aims to ensure that all children:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.

We believe that IT, computer science and digital literacy are essential life skills that are necessary for children to fully participate in the modern digital world allowing them to become creators, rather than just consumers. We aim to prepare children for technology and jobs that don't exist in the current world by developing their confidence, flexibility and ability to take risks. Children will be able to communicate and present information in new ways, helping them understand, access and use it more readily.

Our knowledge rich, progressive curriculum has to be balanced with the opportunity for children to apply their knowledge creatively which will in turn help our children become skilful computer scientists. We also recognise that technology can allow children to share their learning in creative ways and collaborate with others, both inside and outside of school. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible.

We want children to understand that there is always a choice with using technology and as a school we utilise technology (especially social media and online learning platforms) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology and social media is through education.

Technology is everywhere and will play a pivotal part in their lives and futures. Therefore, we want to model and educate our children on how to use technology positively, responsibly and safely through a broad and ambitious curriculum.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the Early Years Foundation Stage' 2021
- DfE 'Computing programmes of study: Key Stages 1 and 2' 2013

IMPLEMENTATION

At Bengeworth, we aim to teach Computing once per week.

EYFS - By the end of the Early Years' Foundation Stage pupils should be taught the following topics:

Early Years' Foundation Stage (2021)

- It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.
- Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.
- Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

Topic	Computing Systems and Networks	Creating Media	Programming A	Computing Systems and Networks	Creating Media	Programming B
	What is technology?	Using an iPad	Computing unplugged	Accessing the Internet	Digital painting & Digital writing	Moving a robot

KS1 - By the end of Key Stage 1 pupils should be taught the following topics:

Topic	Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
Year 1	Technology Around Us	Digital Writing	Moving a robot	Grouping Data	Digital Painting	Animation
Year 2	Technology Around Us	Digital Photography	Robot Algorithms	Pictograms	Making Music	Programming

KS2 - By the end of Key Stage 2 pupils should be taught the following topics:

Topic	Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
Year 3	Connecting Computers	Stop Frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions
Year 4	The Internet	Audio Editing	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games
Year 5	Sharing Information	Video Editing	Selection in Physical Computing	Flat-file Databases	Vector Drawing	Selection in Quizzes

ROLES AND RESPONSIBILITIES

Key leaders

Charlotte Haynes, Class Teacher	<p>Computing Subject Leader</p> <ul style="list-style-type: none"> ● Curriculum Monitoring ● Computing Club <p>Online Safety Subject Leader</p> <ul style="list-style-type: none"> ● Curriculum Monitoring ● Digital Leaders ● Safer Internet Week <p>BELF iPad Scheme</p> <p>Seesaw Administrator</p>
Natalie Snowdon, Deputy Headteacher	<p>Computing and Online Safety Curriculum</p> <p>Online Safety Safeguarding Lead</p>
Elizabeth Lane, Class Teacher & SENCo	Staff Technology
D&D Network Services	Technology, security, network and systems
Jade West, Secretary at Burford Road	<p>Social Media</p> <p>Photo Permissions</p>

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of Computing, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of Computing in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Computing skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an **annual** basis.
- Reporting any concerns regarding the teaching of the subjects to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Inclusion Lead is responsible for:

- Liaising with the **subject leader** in order to implement and develop specialist Computing-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of Computing objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

TEACHING

The school uses a variety of teaching and learning styles in Computing lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital.
- Recognition that personal development is essential to wellbeing and success.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising SPs to ensure that pupils are effectively supported.
- Ensuring technology is fully utilised across a variety of subjects (Use of iPads and the Computer/Mac suite.
- Using online learning platforms children have access to, such as Seesaw, Times Table Rock Stars.
- Participating in Safer Internet Week once per academic year.

Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

IMPACT

Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the Computing curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of Computing as one of many resources to enable all pupils to achieve their full potential.

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.

- In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- Throughout the year, teachers will plan in accordance with the Computing curriculum created by the NCCE that fully meets the objectives of the National Curriculum for Computing and allows for clear progression in computing. Teachers will use this in order to gauge whether pupils have achieved the key learning objectives. Provisions for SEN, EAL, PP and More Able need to be planned by the class teacher.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Evidence of Online Safety is also monitored and each year group must upload evidence to Google Drive every half term.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- Parents will be provided with a written report about their child's progress during the **Summer** term every year. This will include information on pupils' attitudes towards Computing, understanding of methods, investigatory skills and the knowledge levels they have achieved.
- Verbal reports will be provided at Parents' Evening during the **Autumn** and **Spring** terms.
- The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.

Resources and equipment

- The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains an array of resources and topic books to support pupils' research.

- At the **start of every school year**, the **subject leader** will conduct an audit of the school's Computing resources to ensure there is sufficient equipment for pupils. This will be shared with the Head of School and funds will be allocated where necessary.
- The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school.
- A service level agreement with The De Montfort School is currently in place. The school has a computing technician who is in school every Monday and Thursday 8.45am – 12.30pm.
- Every classroom from Reception to Year 5 has a computer connected to the school network, Internet and an interactive whiteboard with sound and DVD capabilities. Teachers and Classroom Support Professionals (CSPs) also have an iPad to be used within the classroom.
- Children in Years 3, 4 and 5 are also provided with the opportunity to take part in our partnership scheme working alongside the Birmingham e-learning foundation (BELF) whereby parents are invited to pay monthly payments for a device (Apple iPad) that their child then owns at the end of their time at Bengeworth. This aids the learning within the classroom immensely and allows children to take their digital work home encouraging parent engagement.

Burford Road

- Computing suite of 16 desktops.
- 2 x iPad charging cases containing 15 iPads each
- 6 x Beebots

Kings Road

- 3 x iPad charging cases containing 15 iPads each
- 1 x iPad Mini charging case
- 30 x iMac computers
- 5 x Lego WeDo sets
- 2 x Probots
- 1 x Roamer floor Robot
- 2 x Pips
- Blue Bots
- Crumble devices

Monitoring and Review

- This policy will be reviewed annually by the subject leader and the Head of school.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of Computing are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

Bengeworth

Multi Academy Trust

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