



BENGEWORTH CE ACADEMY

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# COMPUTING POLICY

## 2024 - 2025

September 2024



**Bengeworth**  
Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*

# STATEMENT OF INTENT

## Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

***'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.'***

It is our intention that our children are provided with inspirational learning experiences that will ignite sparks within the children and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our children to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all children to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests, needs and celebrates the many successes of our children.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing children with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

## 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

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews, highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support the specific context of the classes.

Each lesson begins with a prior learning review, where children are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmers and children are given opportunities to apply new words. Our teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively. Lesson content is planned accordingly to ensure full coverage of these core concepts:

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

**Progression Documents** - [Computing Knowledge, Skills & Vocabulary Progression Grid](#)

**Progression Snake** - [Computing Snake](#)

**Subject Delivery:**

<b>Subject Delivery and Frequency</b>	<ul style="list-style-type: none"> <li>- Computing taught every week</li> <li>- Online Safety once a half term</li> </ul>
<b>Planning Expectations</b>	<i>NCCE Curriculum to be followed</i>
<b>Learning Environment</b>	<i>Computer Suite display to be updated every term to show learning across the school</i>
<b>Resources</b>	<i>Mac Suite - King's Road</i> <i>Computer Suite - Burford Road</i> <i>iPad boxes - King's Road and Burford Road</i> <i>Beebots</i> <i>Blue Bots</i> <i>Crumble Kits</i>

# IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

## Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure children 'Know more and Remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupil's learning throughout lessons which provides teachers and children with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils' are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

### Computing Assessment

Formative Assessment	Summative Assessment
Hinge Questions Entry / Exit Tickets Brain Dumps Show Me Boards Speak Like An Expert Explanation Tasks Retrieval Grids	BAD Assessments (Annually) Seesaw Portfolios

## Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2025**

# Bengeworth

## Multi Academy Trust

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