| THE GLEBE PRIMARY SCHOOL CUMPUTING CURRICULUM POLICY | |
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## 1. OUR VISION

At the Glebe, our Computing curriculum aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to, create, manage, organise, and collaborate. Experimenting with software and programs is central to our computing curriculum, as it helps build pupils' confidence when encountering new technologies—an essential skill in the rapidly evolving digital world. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens. We have adopted Kapow Computing as our Computing scheme of work as it aligns with our vision for the subject. Our Computing curriculum enables pupils to meet the end of Key Stage Attainment targets outlined in the National curriculum. When used in conjunction with our RSE & PSHE curriculum, our Computing curriculum, also aligns with all the objectives of the DfE's Education for a Connected World framework. This guidance was created to help equip children for a life in the digital world, including developing their understanding of appropriate online behaviour, being discerning consumers of online information, copyright issues and healthy use of technology. Our curriculum progression map shows the knowledge and vocabulary that is taught within each year group, for each unit and how this knowledge develops year on year to ensure attainment targets are securely met by the end of each key stage.

## 2. AIMS

The school's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the national curriculum programmes of study for Computing at Key Stage 1 and 2 and meet the objectives of the DfE's Education for a Connected World framework.
- To respond to new developments in technology
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and Computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly

**The National Curriculum for Computing aims to ensure that all pupils:**

- 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
- are responsible, competent, confident and creative users of information and communication technology.

## 3. RATIONALE

The school believes that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world.
- allows children to become creators of digital content rather than simply consumers of it.
- provides access to a rich and varied source of information and content.
- communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- can motivate and enthuse pupils.
- offers opportunities for communication and collaboration through group working
- has the flexibility to meet the individual needs and abilities of each pupil.

## 4. 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. 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 and Education for a Connected World Framework. The latter guidance was created to help equip children for life in the digital world, including developing their understanding of appropriate online behaviour, copyright issues, being discerning consumers of online information and healthy use of technology.

## 5. ROLES AND RESPONSIBILITIES

### THE GOVERNING BOARD

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation and 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.
- Proper provision is made for pupils with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND).
- 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 Computing Curriculum, and additional provision 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 non-statutory elements of the curriculum, 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 within the School Development Plan (SDP) in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs including International New Arrivals (INA) and children with Special Educational Needs and Disabilities (SEND).

**TEACHERS**

All members of staff will be involved in implementing our programme of computing in accordance with school policy. The immediate management of computing within the classroom is the responsibility of the class teacher whose role is to use technology to:

- enhance the pupils' learning
- ensure that each pupil has access to resources
- monitor and evaluate each child's experiences
- keep appropriate records of the pupils' development and attainment

Computing throughout the school is co-ordinated by the computing co-ordinator whose role is to:

- promote computing within the school
- support colleagues as appropriate
- monitor and update school resources when finances allow
- monitor continuity and progression of computing across the school
- review and update policies and schemes of work
- liaise with other subject leaders
- liaise with Head Teacher and Governors

**INTENT, IMPLEMENTATION AND IMPACT**

**6. INTENT**

Our Computing curriculum aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to, create, manage, organise, and

collaborate. Tinkering' with software and programs forms a part of the ethos of our Computing curriculum as we want to develop pupils' confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens. Our Computing curriculum enables pupils to meet the end of Key Stage Attainment targets outlined in the National curriculum. When used in conjunction with our RSE & PSHE curriculum, our Computing curriculum also satisfies all the objectives of the DfE's Education for a Connected World framework.

**Early years (see also Early year's policy)**

At the Glebe, we believe that it is important that the foundation stage gives children a broad, play-based experience of computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. The Glebe's Early years learning environment features computing 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 of the EYFS computing curriculum and using digital devices such iPads can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

By the end of key stage 1 pupils are taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- write, test and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils are taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predict outputs to test programs
- use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## 7. IMPLEMENTATION

The Glebe's Computing curriculum is categorised into five key areas – computing systems and networks, programming, creating media, data handling and online safety. Pupils revisit each area throughout KS1 and KS2. Each time a key area is revisited, it is covered in greater complexity. Upon returning to each key area, prior knowledge is revisited to ensure retention in long term memory and each key area is built upon to

develop increasingly sophisticated understanding. For further information refer to Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy and subject specific policies.

Our key principles of implementation include:

- The implementation of the Kapow Computing curriculum ensures a broad and balanced coverage of the national curriculum requirements.
- Meaningful units are used to link to other subjects such as science, art and music to enable the development of further transferable skills and genuine cross curricular links.
- Teachers have expert knowledge of the subjects they teach through built in CPD. Further CPD opportunities are accessed through webinars with Computing subject specialists.
- Each class have a dedicated Computing session timetabled of an hour per week.
- School has a class set of iPads per year group and a laptop trolley which is timetabled to support Computing lessons and cross curricular lessons.
- Teachers present key concepts clearly and use a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital strategies. This variety means that lessons are engaging and appeal to a range of learning styles.
- Teachers check pupils' understanding effectively, identifying and correcting misunderstandings
- Differentiated guidance is used in every lesson to ensure that all lessons can be accessed by all pupils and opportunities to stretch pupils learning are also provided.
- Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- Teachers enable pupils to transfer key knowledge to long-term memory, sequence the learning and ensure that it is building towards the defined end points
- Teachers use assessment to check pupils' understanding through 'knowledge catchers' and an end of unit quiz for use at the end of the unit to assess progress
- Teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.
- A key part of our Computing curriculum is to ensure that safety of our pupils is paramount. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children have a right to enjoy childhood online, to access safe online spaces and to benefit from all the opportunities that a connected world can offer, appropriate to their age and stage. Children build online resilience using the 'Online Safety' Unit of work within the Kapow curriculum. We teach the Online Safety Unit at the beginning of each year and revisit these objectives during the year. To raise the profile of online safety further, we take part in Safer Internet Day every year and have online safety experts and workshops in school. We also deliver online safety workshops for parents and send a termly online safety newsletter to parents and carers. We also have a termly staff bulletin that we send to staff to ensure they are keep up to date with developments in online safety.

**These core principles are cornerstones of the school's continuing success:**

**HIGH EXPECTATIONS**

The school, its teachers, governors, parents and other adults have high expectations of our pupils. This produces a consistently positive and respectful learning ethos in and outside the classroom through displays and the celebration of student work. The students are well behaved, fully engaged in their learning and are confident, respectful members of the school community.

**PURPOSEFUL LEARNING JOURNEY**

The school, teachers, governors and other adults view the school as the vehicle for each individual pupils' learning journey which is linked to real life resulting in all contributing to and making explicit links between each year group. As a result, pupils have a more holistic and integrated learning experience that excites and

inspires them whilst ensuring they feel part of a learning community and their individual learning experiences makes increasing sense to them.

**PLANNING**

Lessons are planned using the National Curriculum and the School's Computing Skills and knowledge Progression objectives from Kapow Computing. Lesson plans from Kapow Computing for main sections of the curriculum are provided for teachers to use and adapt as necessary for their class.

**SEND**

A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include MAT children, those with SEND or those who have EAL. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities. We use adaptive teaching to ensure all children make progress in the lesson and nobody is left behind. Differentiated guidance is available for every lesson to ensure lessons can be accessed by all pupils and opportunities to support pupils and stretch pupils' learning are available when required. Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Kapow Computing planning supports with differentiation to include all pupils. This is in accordance with the school inclusion policy. These children are identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are effective.

**TEACHING ASSISTANTS AND OTHER ADULTS**

Where appropriate, teaching assistants are fully involved in the delivery of teaching and learning of Computing, their roles are purposefully allocated. They take responsibility and pride in what they do. Pupils at all levels receive support, challenge and direction ensuring more progress is made in their learning. Support for pupils with SEND via School Support Plans is graduated and needs driven, this focusses both on scaffolding learning, adaptive teaching and encouraging group and independent work.

**PROFESSIONAL DEVELOPMENT**

Staff are actively encouraged to attend courses, review resources and keep themselves up to date on information, approaches, technology and software relevant to the teaching of Computing. The Computing Lead will keep abreast of new approaches and disseminate information to the staff. The Computing Lead will be responsible for sharing a termly staff Computing briefing. They will have access to specific training to develop and support their role. Whole staff training will be organised as appropriate in the light of new developments.

**GROUPING STRUCTURES**

Teachers strategically group students in; friendship, mixed ability and ability groupings so that the students are more engaged, receive targeted help, support each other and make more rapid progress.

**DIFFERENTIATION**

Teachers consciously and strategically plan the teaching and activities across the ability range whilst consistently monitoring progress. Differentiated guidance is available for every lesson to ensure lessons can be accessed by all pupils and opportunities to support pupils and stretch pupils' learning are available when required. Intervention at the point of learning ensures the pupils are learning more precisely and are continually motivated and make more progress.

**SPEAKING AND LISTENING**

Teachers are consciously and strategically emphasising speaking and listening through generating new vocabulary, explicit feedback, modelling, para-phrasing, encouraging extended responses, partner working and active listening. As a result, pupils rapidly become more articulate and confident in speaking, expanding their vocabulary and become more socially responsive.

**HIGHER LEVEL/TECHNICAL VOCABULARY**

Teachers and teaching assistants deliberately use higher level and technical vocabulary whilst ensuring pupils understand the conceptions involved. Kapow Computing has unit vocabulary that is progressive. These are referred to on a word mat throughout each lesson. As a result, students are more able to understand the curriculum content, extend their vocabulary and are more articulate in discussion.

**PROBLEM SOLVING**

Teachers and Teaching Assistants deliberately and consistently framing activities within a problem-solving context, including challenging all pupils with greater depth opportunities, the acquisition of learning skills; such as enquiry, reasoning, resilience, resourcefulness and collaboration. As a result, pupils become more inquisitive and persistent, whilst understanding more and learning from both success and failure.

**QUESTIONING**

Teachers and Teaching Assistants carefully and responsibly utilise a range of questioning techniques and strategies e.g. wait time, are deliberately democratic, provide positive and concrete feedback, require more explanation, put the onus on students individually and collectively.

**MARKING AND FEEDBACK**

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the Computing progression of knowledge and vocabulary to assess Computing each term. The school uses the Kapow Computing Curriculum 'I can' statements as a guide when assessing pupils. Each pupil's attainment is then recorded once a unit is completed. Assessing Computing is an integral part of teaching & learning and key to good practice.

Assessment is process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of Computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment is broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment is a review of a pupils' ability and provides a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the unit. All pupils take part in an end of unit assessment quiz and a knowledge catcher at the start and/ or end of the unit to assess pupil progress. There are opportunities for pupil review and identification of next steps. Summative assessment is recorded for all pupils – showing whether the pupils have met (Exp), exceeded (Exc) or not achieved (Em) the learning objectives.

We assess the children's work in Computing by making informal judgments during and following short focused tasks and activities through observing the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they are working towards, expected, or exceeded the expectations of the unit.

The children's work is saved on the school network, the school's Seesaw account, PSHE floor books and on iPads using book creator. Other work may be printed and filed with the teacher, or subject coordinator.

**LITERACY AND MATHS**

Literacy and Maths are used to promote deeper subject specific learning and allow pupils greater application of skills especially in terms of problem solving.

**EARLY YEARS FOUNDATION STAGE**

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive.

**SPECIFIC AREA:**

- Knowledge of the world (Computing – comes under this area)

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. At the Glebe School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected and ensure:

**CREATIVITY AND CRITICAL THINKING**

Children are given opportunity to be creative through all areas of Computing. At the Glebe, we can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

- Focusses on getting the basic skills right early, with high emphasis placed on communication, early number, phonics, vocabulary skills, Personal, Social and Emotional Development (PSED).
- Focusses on ensuring pupils are well rounded, thoughtful and able to work in a variety of group and individual situations with thoughtfulness and resilience.
- Focusses on building happy, confident learners.

## 8. INCLUSION

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets 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 Special Education Needs and Disabilities (SEND) 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 SEND Policy and information report.

## 9. MONITORING ARRANGEMENTS

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

- The Board of Governors Curriculum Committee is responsible for monitoring the way the school curriculum is implemented – agenda led and monitored to address each subject area including Computing.
- Named Governors with responsibility for Computing - governors liaise with the subject leaders and monitor closely the way the school teaches Computing.
- The head teacher is responsible for the day-to-day organisation of the Computing curriculum.
- The Computing Lead monitors the way that their subject is taught throughout the school through:
  - Lesson Observations;
  - Learning Walks;
  - Pupil Voice;
  - Analysis of data;
  - Planning Look;
  - Work Look.

In addition, the Computing Lead has responsibility for monitoring the way in which resources are stored and managed. The Computing Lead reports back to the Governors, Headteacher, staff and SLT verbally and through written formats, reporting on standards and monitoring activities.

## 10. IMPACT OF THE SCHOOL'S CURRICULUM

**The school implements a broad balanced and enriched Computing curriculum as a result:**

- Pupils develop detailed knowledge and skills across the Computing curriculum and, as a result, achieve well.
- Precision in planning from Kapow Computing. We know that the Computing curriculum is covered in the required depth exemplified within the statutory and non-statutory guidance of the national curriculum.
- Pupils have the opportunities to regularly revisit concepts and link ideas together.
- High quality programs are used; pupils have a real love of learning.
- Learning begins from three years old. Pupils have access to a range of resources.
- Development of the whole child and gaining a sense of awe and wonder, pupils are happy engaged learners eager to share their learning with adults, family and class peers.
- Strong emphasis on revision of oracy and basic skills pupils' standards are high and pupils are exceptionally well prepared for their next stage of learning.
- High focus on developing specific subject knowledge, as well as the skills in each subject, pupil's progression through the Key Stages is ensured and readily exemplified; through display and case studies, performance and demonstrable achievements.
- Focus on providing opportunities of working with children beyond their own school, sex, religion and experience pupils are able to mix, collaborate and work appreciate the views of others.
- A curriculum focusing on technology in the wider world: pupils to leave the Glebe Primary School able to integrate into modern British Society. Many pupils take on roles with added responsibility, such as Digital Leaders, at school and beyond.
- Active engagement with parents, the curriculum goes beyond the classroom and promotes home study and research, parents are engaged and have ownership of the school and see it as part of the community.
- The Computing curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.

## 11. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

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| • EYFS Policy<br>• Assessment Policy<br>• Marking and Feedback Policy<br>• SEND Policy, SEND Information Report, SEND<br>• Offer<br>• Computing Policy<br>• English as and Additional Language (EAL) Policy<br>• Online Safety Policy<br>• Acceptable Use Policy | • PSHE Policy<br>• Teaching and Learning Policy<br>• Writing Policy<br>• Reading Policy<br>• Mathematics Policy<br>• Most Able Policy |

# THE GLEBE PRIMARY SCHOOL

## Computing Policy

This Policy has been approved at a meeting
of the Governing Body of the Glebe Primary School

On: March 2025

To be Reviewed: Spring 2027

Chair of Governors: Gill Broome