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# St George's CE Primary School, Chorley

## Computing Policy

Adopted by the Governing Body on: 1<sup>st</sup> September 2024

Signed (Chair of Governors):



Date of Next Review 1<sup>st</sup> September 2025  
(not more than 12 months from the publication date)

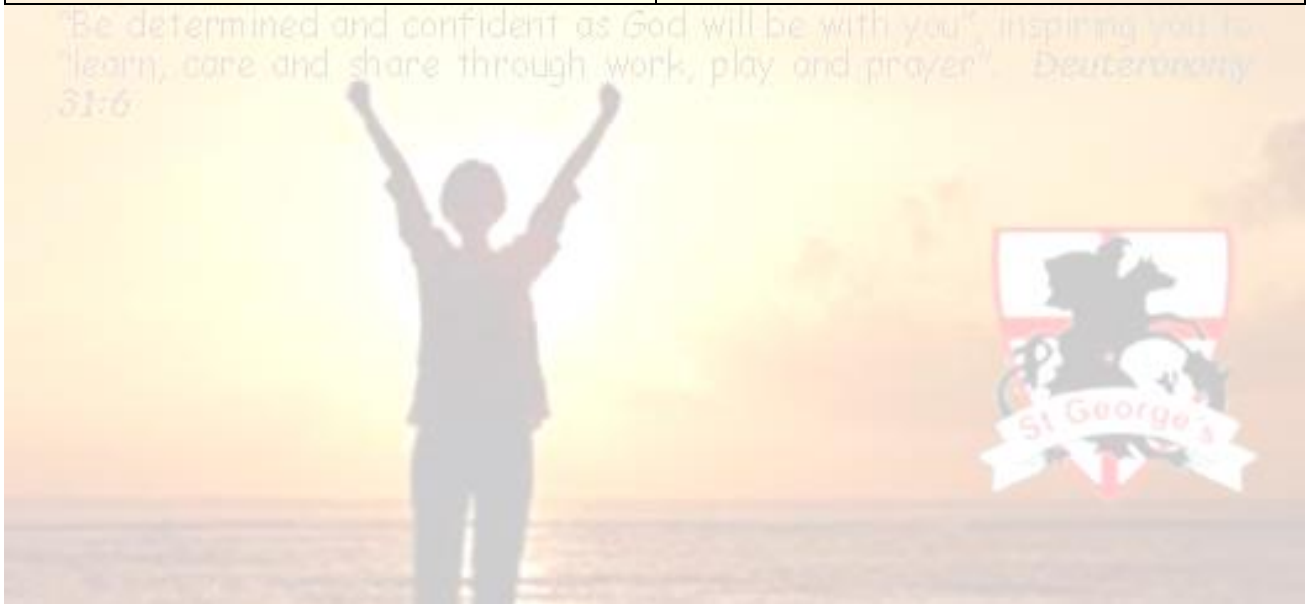
This document is available via the school website or from the school office on request



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## **Intent**

### **What is the school's mission statement?**

All that we believe at St George's, is underpinned by our mission statement of “*Be determined and confident as God will be with you*”, *inspiring us to learn, care and share, through work, play and prayer*’.

### **What is the school's vision for the subject?**

The Computing Policy relates to other policies including those for Online Safety, Acceptable Use, bullying and for child protection.

The school's appointed Computing Coordinator is Naomi Harrison.

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. ICT is used well within school to enhance and extend learning in all subject areas, with staff trained and confident in using all resources available to them. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

All of our staff and pupils are encouraged to be confident, competent and independent users of ICT. We aim to use ICT to motivate and inspire pupils and to raise standards. We want pupils to leave with the skills and knowledge that will enable them to use ICT successfully during the next Key Stage and beyond. As there are constant changes and new opportunities in ICT, we have developed a Vision for computing within our school -

- To enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their computing activities
- To continue to adapt our teaching to make use of new computing developments; in particular, the creative use of ICT in cross curricular topics
- To develop a whole school approach to computing, ensuring continuity and progression in all strands of the Computing National Curriculum
- To use ICT as a tool to support teaching, learning and management across the curriculum
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEND
- To develop the use of ICT in maintaining links between other schools, the local community including parents and other agencies.



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### **How was the curriculum for the subject designed? (including statutory requirements)**

The Computing Curriculum has been designed in consultation and discussion with the Governing Body, parents through a parental voice questionnaire, Lancashire Consultants from the Professional Development Service and Teaching Staff.

The school uses the National Curriculum for Curriculum as the primary basis of its curriculum planning. We carry out our curriculum planning in computing in two phases (long-term and short-term). The yearly long-term plan maps the scientific topics studied in each half term during the year. These cover the National Curriculum expectations for both Key Stage 1 and Key Stage 2 in terms of both knowledge and skills. We also ensure that the curriculum for EYFS covers the goals set out in the Development Matter framework. Although there is no specific reference to computing in the framework, there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the computing curriculum.

The computing subject leader plans the whole school overview in conjunction with teaching colleagues in each year group. In some cases we combine the teaching of computing with work in other subject areas, at other times the children study computing as a discrete subject. At least one block of lessons per year, children will be taught discreet lessons of Online Safety. In the academic year 2023-2024, Online Safety will form the focus thread for computing and will therefore have additional time dedicated to it in the curriculum. Online Safety is also highlighted as part of the Long Term Plan for other subjects at regular intervals throughout the year, for example online searching for facts in a history unit.

The long-term plan also includes all the objectives covered across the year. The computing curriculum at St Georges is reviewed annually to ensure that children in mixed age classes do not repeat learning and to ensure that there is progression both as children head into a mixed age class and leave a mixed age class. The class teacher is responsible for writing the daily lesson plans for each lesson (short-term plans). These plans list the specific learning objectives, expected outcomes of each lesson and differentiated activities. Lesson objectives should be two-fold; a question to generate interest and a statement taken from the Lancashire Key Learning documents in order to ensure progression through both Key Stages.

### **How is our curriculum aspirational for all pupils including those with SEND and more able?**

We recognise that in all classes children have a wide range of computing experiences and abilities. We ensure that the computing Curriculum is accessible by all children , including SEND pupils, by making suitable adjustments in order to tailor the curriculum to ensure opportunity of access to all. Learning opportunities are varied and are set for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the room, and setting different tasks for each ability group;



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- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support or extend the work of individual children or groups of children.
- Use of Seesaw to set differentiated tasks.
- Use of questioning techniques and open ended challenges to extend learning
- Setting tasks that require children to apply their computing learning to different contexts.

In some cases, we recognise that individual children may not be able to access the curriculum at the same level of their peers. If this is the case, the child will have an individualised action plan to ensure that the curriculum is adapted to their needs. This action plan will be evaluated and updated termly.

For children who are deemed more able in computing, we want to deepen their knowledge and understanding. Questioning techniques are used to allow these children to apply their knowledge. Children are often set open ended challenges to extend their learning beyond that of the learning objective for example using free code at the end of a coding unit. This allows children to make links between their previous learning and their new learning.

### **Where can the long term, and/ or medium term plan be found?**

A Map of Computing across the school, can be found in the Computing Subject Leadership folder in OneDrive. Long term planning for Computing can be found on each classes Curriculum Map and medium/short term planning will be found alongside individual teachers planning for a particular half term.



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## **Implement**

### **How is the subject implemented in the Early Years Foundation Stage?**

We teach computing in reception classes as a part of the topic work covered during the year. Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively, such as through undertaking projects involving the concepts and approaches.

As young children take part in a variety of tasks with digital devices, such as moving a Bee Bot around a classroom, they will already be familiar with the device before being asked to undertake tasks related to the key stage one (KS1 - ages 5 - 7 years) computing curriculum, such as writing and testing a simple program. Not only will children be keen to again use a device they had previously enjoyed using, their cognitive load will also be reduced, meaning they are more likely to succeed when undertaking activities linked to the next stage in their learning.

### **What professional development is offered to staff in relation to the subject?**

Lancashire's Computing Teaching and Learning Consultant delivers YTSA cluster meetings every year for the subject leader to attend, along with schools in the alliance, and to feedback into school. The subject leader also attends CPD courses run by Lancashire and feeds back to SLT before implementing actions. Regular staff meetings on Computing are led by the Subject Leader which include delivering CPD and new resources such as coding using the Crumble kits and using Purple Mash to promote cross curricular learning. Teaching staff have the opportunity to team teach with the subject leader along with continuous informal meetings and coaching throughout the year.

### **What resources are used to support the planning of the subject? (schemes of work etc)**

The school has a bespoke and varied curriculum for computing, devised by the subject leader. This ensures that the full national curriculum is covered by all children in school, using the Lancashire Key Learning document as a tool to break down the objectives into topics. A variety of software, hardware, offline and online learning are used to provide variety across the curriculum and ensure progression of skills. These are clearly indicated on the Long Term Plans for each class and are regularly reviewed by the Subject Leader.

### **How is learning sequenced to build on prior learning and prepare children for the next stage in their education?**

We have planned the topics in Computing so that they build on prior learning and promote progression of skills using variety in software/hardware. Units begin with informal methods of assessment to understand where the children are in their learning and what they know and remember from the last time a topic was covered. We ensure that there are opportunities for children of all



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abilities to develop their skills and knowledge in each unit, and we also build progression into the computing scheme of work, so that the children are increasingly challenged as they move up through the school. We use the Lancashire Key Learning Document to ensure that objectives are taken from specific year group content and that scientific skills are being advanced and built upon. The units of work are reviewed each year to ensure there is progression across all classes including mixed age classes.

### **What resources are available to support the implementation of the subject?**

The school has a wealth of network computers, netbooks and iPads which are used to deliver the Computing curriculum across KS1 and KS2. These are available to all classes, with teachers able to request sole use of computing equipment if needed for a specific lesson.

Interactive Whiteboards are located in all of the classrooms as well as the KS1 resource area. These are used as a teaching resource across the curriculum. The hall has a data projector which allows the use of a variety of digital media for large groups.

Additionally, there is a general resources cupboard located in the Little Classroom where whole school resources such as the BeeBot, Crumble Kits and recording equipment is stored. We have a term-loan of a 3D printer which will be located in the library – this will run for 3 years from 2023-2025.

All of the above resources are regularly maintained by the IT technician and the subject leader to ensure that teachers have the correct equipment to deliver the computing curriculum.

### **How are parents involved in the subject?**

Children's work is uploaded onto our online learning platform, SeeSaw, which ensures parents have the opportunity to view and comment on their child's work in computing. There are a range of computing programmes included in the school's computing curriculum that are accessible from home. Teachers will often set these for homework tasks so that children have the opportunity to share these with parents at home.

Furthermore, each year a parent questionnaire is sent home asking how they feel about the foundation subjects, including computing.

It is this subject's policy that at the beginning of each unit, scrap books are referred to, and content previously taught is revisited. It is also this subject's policy that there is an entry assessment of content, and previously taught content this should be lesson 1, and at the end of the topic, an exit assessment for the final lesson. This can take the form of verbal, mindmaps, menti, KWL, wordle, verbal etc. It may be useful to refer to key concepts, which are on the subject overview.



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## **Impact**

### **How is progression helping children to acquire new skills and know and remember their learning?**

To ensure that children acquire new skills each year, learning objectives are taken from the Long Term Plan. These are year group specific and so ensure that new skills are built upon and acquired as the children progress through the curriculum. Prior learning is built upon when topics are revisited in another year group. Progress is also made through variety of software and hardware use – where children are revisiting previous learning, teachers will be directed to use a different program or tool to help children apply their learning in a different setting.

In order to ensure children remember their learning, it is recommended that each class is taught computing weekly rather than blocked.

### **What are pupil attitudes to this subject, how are they gathered and how does pupil voice influence subject development and improvement?**

Pupil responses towards computing are gathered every year in the form of a pupil voice. Pupils attitudes to computing are very positive.

The STEM week in June 2022 was very warmly received by pupils across school, with many saying it was the highlight of their year. The children were highly engaged with the robotics workshops and the 3D printing workshops.

The impact of this was the decision to include 3D printing in the computing curriculum for 2023-2026. Children in UKS2 will have the opportunity to further the skills learnt in the workshop, and design and print their own 3D Christmas decorations.

For the upcoming year 2024-2025, Artificial Intelligence will be a driving force behind the computing curriculum in school. Teachers will be trained on how to use it and it will be integrated into use in the classroom over the course of the year. The purpose of this is to excite and engage the children, whilst also saving teachers time.

### **How do children record their learning?**

Teachers are encouraged to use a variety of methods to record and evidence learning in computing. Formal methods of recording, such as work in a written book, are not necessary for computing. Some work in computing will be saved online, such as work on PurpleMash, or on the network (P:) drive on the school computers. Children should be taught to save work in the correct folder so that it can be easily accessed by their teacher and the subject leader. The online learning platform, Seesaw,



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should be used to evidence learning in computing as well as for setting activities for the children. Any work uploaded into Seesaw should be placed in a computing folder so that it can be easily found and monitored by the subject leader.

The subject leader will keep a hard copy of evidence of learning that will show progression of skills through the key stages.

### **How is feedback given to children?**

Teachers will assess children's work in computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. As there is no requirement for a computing work book in school, much of the children's work is saved on the computer or uploaded on to our online learning platform, SeeSaw. Teachers give written or verbal feedback to the child to help guide his/her progress in line with the school marking policy. Detailed marking is not necessary if a child has received verbal feedback within the lesson.

### **How and when is the subject assessed?**

The assessment policy for computing is in line with the school assessment policy and summative and formative assessments should be made as follows:

At the end of a unit of work, the class teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment and records those who are deemed to be working above age related expectations and those who are deemed to be working below on their long term plans. We use these judgements as the basis for assessing the ability of each child, and this information is then inputted into the Lancashire Tracker at the end of each year.

### **How do assessments impact future learning?**

This method of assessing aids next term's planning for differentiation purposes and is also then available to the next teacher at the end of the year. Teachers are able to see those who are working at below year group expectations and use this to inform planning and intervention before they teach the skills from their current year group. KS2 assessment data will also be used as a basis to invite those deemed to be working at greater depth to a KS2 computing/coding club to extend their learning and challenge their thinking in different contexts.

### **How and when is the curriculum map reviewed?**

The curriculum is reviewed every year. Assessment data, pupil voices and parent questionnaires feed into any changes made as do any changes to the class structure for the next academic year. The curriculum map is checked against Long Term Plans and cross referenced with the National Curriculum and the Lancashire Key Learning Document.



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### **How are governors involved in the monitoring of the impact of the subject?**

Governors conduct annual pupil voice surveys which help provide a view of the impact of the computing curriculum. The subject leader is also invited to the Curriculum committee to present the ongoing work in computing and the impact on progression of knowledge and skills.

