



COMPUTING CURRICULUM POLICY

Approved by Full Governors on
To be reviewed on or before
Signed.....Chair of Governors
Signed.....Headteacher

School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

At Eccleston Lane Ends our intent for the Computing element of our school curriculum is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world through digital means. We recognise that our pupils lives, both vocationally and socially, will increasingly take place within a digital medium and therefore, this subject is seen as vital in developing a broad range of skills that will enable not only digital competence but also ensure an understanding of how to be a responsible online citizen; our curriculum therefore places equal emphasis on teaching 'Online Safety'.

CURRICULUM IMPLEMENTATION

At Eccleston Lane Ends, computing is taught using a blocked curriculum approach. This ensured children are able to develop depth in their knowledge and skills over duration of each of their computing topics. Teachers often richly link their computing curriculum to engaging topics and subjects. Knowledge and skills are mapped across each topic and year group to ensure systematic progression. The implementation of the curriculum also ensures a balanced coverage of computing systems and networks, creating media, programming and data and information. The children will experience all four strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon. For example, children in Key Stage 1 learn what algorithms are, which leads to them to the design stage of programming in Key Stage 2, where they design and debug programs, explaining their thinking behind their algorithms.

CURRICULUM IMPACT

The impact of our curriculum is that by the end of each year, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it as well as some pupils having a greater depth of understanding. We track carefully to ensure pupils are on track to reach expectations of our curriculum.

The impact measure of achieving our school aims in the widest sense is very important. By ensuring that pupils develop effectively into well-rounded individuals who embody our values, have a thirst for learning and are well-prepared for the next stage of their education. In turn, they become valuable future citizens as the desired impact and a result of an outstanding educational offer at Eccleston Lane Ends.

The Computing Curriculum

The curriculum ensures the national curriculum is covered in a progressive and appropriate way. The curriculum on offer meets the needs of all of our learners and community.

In the Foundation Stage, Computing is included as part of free choice and learning is very practical including outdoor provision for a significant part of learning.

Focus Areas/ Coverage and Cross-Curricular Opportunities

In EYFS, children will be able to explore technology in a safe and often child-led way, developing a familiarity with equipment and vocabulary allowing them to have a strong start in Key Stage 1 computing. EYFS Computing is centred around play-based, unplugged activities that focus on building children's curiosity, creativity, listening skills and problem solving. Pupils will access iPads or cameras to take a photograph, play games on the interactive whiteboard and iPads, use Beebots, watch video clips and listen to music.

In KS1, children will be able to identify technology and how we can use it responsibly to improve the world around us. Through creating media, our pupils can digitally paint, write and format text, capture and change digital photographs and create musical compositions. Pupils will also be able to create and debug programs using logical reasoning along with designing algorithms and programs, they will be able to program robots, create and follow algorithms. Pupils will be able to group and label data and represent information using simple pictograms.

In KS2, children will understand the interrelated networks within computers, including the World Wide Web and how the Internet can be used to communicate and be searched to find information. Pupils will develop the skills to create and develop stop-frame animations, edit photos, audio and videos, create vector drawings and 3D models and be able to design their own webpages. Programming skills will be further developed through selection, variables in games and sensing. Pupils will develop their data and information skills further through their creation and use of flat-file databases and spreadsheets.

Assessment, Recording and Reporting

An annual report which includes Computing is presented to parents outlining curriculum coverage and attainment.

Tracking at the end of term summarises the age-related expectations for each year group and whether pupils are working at, working towards or working at a greater depth. This information informs future planning by the teacher and is passed up to next class teacher.

Key skills, knowledge and understanding for each subject are carefully planned into half termly themes or topics where appropriate.

In Computing the following resources are used to aid teachers' professional judgements when assessing pupil progress and attainment at key points during the year:

- Feedback, both verbal and written in the form of marking.
- Year group subject specific objectives to monitor coverage.

Health, Safety and Safeguarding

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to Computing to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Miss S Bond. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

Additional Needs

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age.

Adaptations to the (subject) curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

Equality

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

Roles and Responsibilities

The Computing Leader Emma Dunn holds accountability for this role.

Regular monitoring and self-evaluating activities are carried out by a range of stake holders, including governors, to hold the school to account for the high-quality education of our pupils.

Review and Evaluation

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

References to Other Policies

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy