Brackenwood Infant School

COMPUTING

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

COMPUTING POLICY

OVERVIEW

Our computing curriculum is designed to equip children with the expertise and understanding to live in an ever-advancing technological world. This includes being able to use a variety of computer software and coding programmes. Pupils are introduced to a wide range of technology and software applications, which allow them to continually develop and enhance the skills they learn. We place a strong emphasis on the importance of Online Safety for all year groups, including EYFS, helping pupils to understand the implications of technology for individuals and society as they become increasingly more digitally literate. Our Computing curriculum has been developed in collaboration with Hi Impact Education consultants and provides both discrete and contextual teaching opportunities linking to other wider curriculum areas.

INTENT

At Brackenwood Infant School, our Computing curriculum will:

1. Be rich and relevant, providing children with an opportunity to develop their computing literacy.
2. Encourage all children to engage meaningfully with appropriate knowledge of Computing.
3. Provide elements of support and challenge for our children in all lessons where appropriate.
4. Provide opportunities for all children to develop metacognitive strategies through the vehicle of computing and technology.
5. Provide our children with the practical knowledge and expertise outlined in the National Curriculum.
6. Include well-planned opportunities for our children to participate in computing based workshops to foster an enjoyment to use technology safely.
7. Provide opportunities to develop our children's understanding of SMSC values through the vehicle of Computing and other technology.

IMPLEMENTATION

Early Years

Despite computing being non-statutory in EYFS, we believe it is important to equip our youngest children with the procedural skills required to feel confident in an ever advancing technological world. Early exposure to these skills lay the foundations to become more technologically confident as they enter Key Stage 1. Therefore, we have designed an engaging EYFS Computing scheme of work with computing specialists from Hi Impact, which creates opportunities for our children to explore a range of early computing concepts which are contextually linked to learning across the EYFS curriculum.

Key Stage 1

In order to achieve the outlined intentions, the Computing curriculum is continuously reviewed through monitoring and evaluation by the Subject Leader. Teachers demonstrate a high level of enthusiasm for the subject content and their expectations of the pupils are driven by contextual half termly units of work created alongside computing specialists in education from the Hi Impact team. This planning has been written with the three core areas of Computing in mind:

- **Computer Science** – the understanding of coding and programming across a range of physical devices and digital resources.

- **Information Technology** – the range of skills required to operate and manipulate specific programs, systems, and content.

- **Digital Literacy** – the knowledge required to use technology safely and to evaluate and react to any potential risks of the online/digital world.

1. Computing at Brackenwood Infants is taught using a blended approach of a contextual and discrete teaching. The National Curriculum provides the basis for our Computing curriculum and has been designed alongside education computing specialists from Hi Impact. Using this contextual scheme of work allows our children to explore concepts of digital literacy, information technology and computer science.

2. Contextual computing teaching is taught through a year group's half termly wider curriculum context driver i.e. 'oceans' or 'animals including humans', whereas computer science is a strand which is taught discretely using a software program called Code Studio.

3. At Brackenwood Infant School, we place high importance on ensuring our children are kept safe and aware of potential dangers online. Therefore, we participate in 'Internet Safety Week', through which, age related lessons, activities and assemblies are planned and delivered across the school. In addition to this, we believe that 'online safety' is a concept which must be taught through 'spaced practice' and we ensure our curriculum revisits this concept each half term.

4. In our teaching of Computing we endeavour to expose students to a variety of software, programs, and equipment in order to offer a range of appropriate challenges and experiences.

5. All staff complete a yearly subject knowledge and confidence audit to identify opportunities to receive CPD.

6. Specific vocabulary for each year group is outlined in planning documents, milestone assessment documents, as well as displayed in classrooms. We also believe that prior and future year group vocabulary is key to display to develop progression through a concept or strand.

7. Spaced practice within the curriculum allows pupils to develop their recall of embedded knowledge and ensures that each year group works on core aspects of the three Computing strands. Sessions are adapted to meet the requirements of a specific cohort and lesson content is frequently reviewed by class teachers and the subject lead.

IMPACT

Within Computing we encourage a creative and collaborative environment in which pupils can learn to express and challenge themselves. The success of the curriculum itself will be assessed through the analysis of yearly progress data, conducting regular pupil voice sessions, lesson observations and skills audits. This will then inform future adaptions of the schemes of work and help to ensure that progression is clear throughout school.

In order to demonstrate that we have accomplished our aims, pupils at Brackenwood Infant School should:

- Be enthusiastic and confident in their approach towards Computing.
- Present as competent and adaptable 'Computational Thinkers' who are able to use identified concepts and approaches in all areas of their learning.
- Be able to identify the source of problems and work with resilience and effort to 'debug' them.
- Create and evaluate their own project work.
- Have a secure understanding of the positive applications and specific risks associated with a broad range of digital technology.
- Transition to key stage 2 with a keen interest in the continued learning of this subject.

Revised and adopted by the Governing Body ……..Review Date…….
Signed by Cof G ……