Computing Policy

Category: Curriculum

Created by:	KG	**Date:** Nov 2022	
Derbyshire County Council (DCC) model used/ adopted? Other Model?	No	**Model date: NA**	
Approved by:	FGB (remote) – Approval Jan 2023	**Date:** 25th November 2022	
Reviewed by:			
Nominated Governor:	EB		
Review Period:	2 yrs		
Next review due by:	**Nov 2025**		
Should it be on the Website?	Yes		
Is there personal information in the document?*	No		
Related Documents:	Online Safety Safeguarding Bullying Curriculum Policy		

The study of Computing is an integral part of the national curriculum and should be considered as key knowledge for everyday life. Technology can be sued to acquire, organise, store, manipulate, interpret, communicate and present information. The purpose of this policy is to determine how the school will ensure that that our pupils acquire the necessary foundational knowledge in computing so that they may make appropriate and safe use of technology in our modern society and explore future careers in this field.

Our Computing Policy is based on research. In particular:

Intent:

- For pupils to be at age appropriate levels and following age-related expectations or above in computing.
- For pupils to develop an understanding of how electronic devices, programs and apps can be used in a wide variety of real-life situations.
- For pupils to understand that an understanding of online safety will help the children keep safe online.
- For pupils to be aware of the risks involved when using electronic devices, especially with regard to online safety.
- For pupils to know what to do if they feel uncomfortable when accessing material on, or using computer devices.
- For pupils to develop an understanding of computing vocabulary and to use these appropriately.
- For pupils to develop a love of computing, to carry out research, to use programs and apps creatively and to present information.
- Pupils to take pride in their computing work and present their work to a high standard.
- To plan for progression across each year group.

Implementation:

- All pupils to receive computing lessons to learn specific computing skills.
- All pupils to have the opportunity to practise their computing learning in other lessons on a regular basis.
- To create a positive attitude to using computers in school, where this is promoted, celebrated and enjoyed by all pupils.
- For pupils throughout the school to have easy access to iPads and computers within their own classroom.
- Computing floor books and evidence portfolios – all classes to have computing floor books or evidence portfolios which log and celebrate the children's use of computers and their computing learning.
- Units of work to be planned that follow the National Centre for Computing Education Teach Computing Scheme of Work. [Teach Computing](#)
- Teachers to plan opportunities to use computing learning in other curriculum areas, where appropriate.
- Work to be differentiated as required, to allow all children to access and make progress in their computing learning.
- Pupils progression in computing skills is tracked and informed future teaching and learning.
- Children's computing work is displayed or shared to encourage pride in work and to show that work is valued.
- Subject leader provides an action plan for the subject and addresses areas for development and improvement annually.

Impact:

- In pupil voice interviews, it is clear that pupils enjoy computing lessons, and know when to apply computing skills in other curriculum areas.
- In pupil voice interviews, it is clear that pupils understand the importance of online safety; know the risks and dangers of working, communicating or playing online; and know what to do if they feel uncomfortable online.

- Pupils discuss computing with excitement and interest.
- Pupils are proud of their computing skills.
- Pupils know that others value their computing work; they see it on display and shared on Dojo with their families etc.
- Skills progress in computing throughout the school is planned and evident in children's work.
- Pupils' presentation is of a high standard.
- Teachers track pupils' progress at the end of each unit, using expected progression as detailed in the National Centre for Computing Education learning scheme
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made.
- Subject leader conducts learning walks, lesson observations, pupil voice interviews, floor book monitoring and scrutiny of pupils' work throughout the year. These inform future areas for improvement and the impact of new initiatives.
- Subject leader updates Computing Action Plan each year.

K Gemmell

November 2022