

**WESTFIELD COMMUNITY SCHOOL**



# **Computing Policy**

September 2024

## **Introduction**

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 technologies. We recognise that Computer Studies are an important aspect in both the society we live in and in the process of teaching and learning therefore pupils use computing technology to create, find, explore, analyse, exchange and present information responsibly and creatively to become confident users of technology.

## **Aims**

- To enable children to become autonomous, independent users in Computing, gaining confidence and enjoyment from their Computing activities.
- To develop a whole school approach to Computing ensuring continuity and progression in all strands of the Computing National Curriculum.
- To provide children with opportunities to develop their computing capabilities in all areas specified by the Computing Curriculum Programmes of Study,
- To ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

## **Objectives**

In order to fulfil the above aims it is necessary for us to ensure:

- A continuity of experiences throughout the school both within and among year groups
- The systematic progression through key stages 1 and 2
- That the National Curriculum programmes of study and their associated strands, level descriptors and attainment targets for both key stages are given appropriate coverage.
- That all children have access to a range of Computing resources.
- That Computing experiences are focused on enhancing learning.
- That cross curricular links are explored where appropriate.
- That children's experiences are monitored and evaluated.

## **Curriculum Development and Organisation**

From the Spring term each year group will work on completing one unit of work based on the National Curriculum for Computing 2014. These units will last for a half term where appropriate (see Long Term Map for Computing for the breakdown of units). The autumn term unit last for the full term.

Medium term plans will highlight: Learning Objectives, activities, vocabulary and assessment opportunities and well as links to SMSC and e-safety. Teaching staff adapt these to ensure that the plan is progressive in developing pupil capability. They are used as working documents to identify time markers, additional resources needed and to indicate whether optional activities have been undertaken. Each class is allocated a time slot for access to the appropriate technology for the lesson to allow them to complete the Computing units.

## Teaching and Learning

Planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line or working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different grouping of children-groupings may be based on ability either the same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected.

## Assessment

Computing is assessed through both formative and summative means using criteria based on the Programmes of Study.

Formative assessment occurs on a lesson-by-lesson basis based on the lesson objectives and outcomes in the school's scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

Activities are planned at the end of a unit of work which enable summative assessments to take place where children's computing capability is assessed. Assessment summarises children's computing capability at three different levels:

- Children are beginning to work within their year group expectations.
- Children are working within their year group expectations.
- Children have a secure knowledge of their year group expectations.

Based on both formative and summative assessment throughout each unit, the class teachers then complete a tracking grid for their class.

## Monitoring

Monitoring Computing will enable the Computing Coordinator to gain an overview of computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring the quality of computing teaching and learning the Computing Coordinator will:

- Scrutinise plans to ensure full coverage of the Computing curriculum requirements.
- Analyse children's work.
- Observe Computing teaching and learning in the classroom.
- Hold discussions with teachers and pupils.
- Analyse assessment data.

