

Fazakerley
Primary School
Formosa Drive, Liverpool,
L10 7LD



Computing Policy



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for English. It reflects the essential part that English plays in the education of our pupils. It is important that a positive attitude towards English is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

Introduction

At Fazakerley Primary School, our aim is to provide our pupils with a computing curriculum which ensures they are digitally literate, can become active participants in the digital world and are well-prepared for the challenges of the future workplace. The core of our curriculum is computer science, in which our pupils are taught the fundamentals of computation and programming. We encourage our pupils to utilise this computational thinking and their own creativity in a range of computing contexts whilst developing deep cross-curricular links (particularly in mathematics, science and design technology).

We provide full coverage of every aspect of the 2014 National Computing Curriculum in our programme of study. Through this, we aim to ensure that our children have a clear embedding of the computing knowledge required and opportunity to practice and develop key skills to nurture a real understanding of the subject.



Aims:

Our four main computing aims are:

- That all pupils can understand and apply the fundamental principles and concepts of computer science, including abstractions, logic, algorithms and data representation. **(Computer Science)**
- All pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. **(Computer Science)**
- All pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. **(Information Technology)**
- All pupils are responsible, competent, confident and creative users of information and communication technology. **(Digital Literacy)**

Subject Delivery

At Fazakerley Primary School, our pupils are provided with a variety of opportunities to develop and extend their Computing skills in and across each phase of education. We use a variety of teaching and learning styles in our Computing lessons in order to meet the individual needs of all our pupils. Indeed, in all classes, pupils have a wide range of abilities, and we seek to provide suitable learning opportunities for all by matching the challenge of the task to the ability of the pupil. This is not to say that we put a 'ceiling' on our pupils' learning. We strongly believe in maintaining high expectations of **all** our pupils and that with the right support they can **all** achieve their full potential. We endeavour at all times to set work that has high expectations for all, is challenging, motivating and encourages pupils to talk about what they have been doing.

Teaching in all our classrooms provides opportunities for:

- group work
- guided work
- paired work
- whole class teaching
- individual work

At Fazakerley Primary School, we following the Knowsley Computing Scheme of Work. We teach **Computer Science, Information Technology** and **Digital Literacy** in three units per year group from Year 1 to Year 6. This allows all pupils to develop their computing and programming skills whilst following an age appropriate course. Vocabulary, fundamental principles and subject specific concepts, which are required to underpin these skills, are taught discreetly at the beginning of each unit.



Time Allocation

Within EYFS, Computing is planned into all aspects of a child's day through continuous provision activities.

EYFS	KS1	KS2
Ongoing use throughout the year of iPads, recording pads, BeeBots, remote control toys, cd player, IWB.	Year 1 & Year 2 have a 6 hour block set aside termly for teaching Computing through the Knowsley Computing Scheme of Work. Six additional Online Safety lessons are taught each year (1 per half term)	Years 3- 6 have a 7 hour block set aside termly for teaching Computing through the Knowsley Computing Scheme of Work. Six additional Online Safety lessons are taught each year (1 per half term)

Children's Work

There are different places where pupils can record their work in Computing sessions/lessons:

- Children will have a digital Learning Journal for each computing unit to record their learning. These journals will be uploaded onto the Seesaw app.
- SEESAW App (each pupil has their own area for Computing work): pupils can complete work individually or within small group/whole class situations. There is also the option here to record audio and video of children's explanations/work here.
- Evidence of Computing Work (e.g. media, databases, spreadsheets, QR codes, word processed work) may be shown in cross curricular exercise books (e.g. Science, Humanities/Topic, D.T., English and Maths). Where possible, this will also be evidenced on SEESAW as above.

Resources

It is the responsibility of the Computing Subject Leader to purchase, store and maintain new Computing resources. This is done in liaison with the Computing Hardware Coordinator for items such as tablets and laptops. All staff members will be involved in identifying the needs for new resources and will inform the Computing Subject Leader of any areas in which resources could be improved.



Environment – Displays, Working Walls and Help Desks

The learning environment is key to supporting our children's learning and a Computing working wall is a key part of this. In every classroom there is a Computing Working Wall which is a public display of the learning process of the current genre being taught. A plan of what should be included on all Computing Working Walls is an appendix within the Classroom Display Policy. Teachers use this display to support their teaching inputs and pupils are encouraged to utilise this display in each lesson as a supportive resource in their work. All classrooms have key Computing vocabulary visible to the pupils. Computing displays around communal areas of school can showcase all strands within Computing (**Computer Science, Information Technology** and **Digital Literacy**) as both informational posters (see Online Safety) or highlighted examples of pupils' work. QR codes may be used to provide an interactive element to displays. (Please see Environment Policy for more details)

Planning

We teach **Computer Science, Information Technology** and **Digital Literacy** strands of Computing through the Knowsley Scheme of Work. Each year group has been assigned three units, covering the three strands to deliver over the course of the year. All planning is provided with explanations of key concepts and tutorials for teachers. Teachers are encouraged to adapt the planning to suit the needs of their pupils and the allocated time.

We recognise the cultural responsibility to teach our children the importance of online safety and digital citizenship. We educate all pupils on how to ensure they have a positive digital footprint, which is increasingly important in the digital world they are growing up in. Furthermore, we have a strong focus on 'Online Safety', teaching pupils how to stay safe online and where to go to receive support if required. Alongside continual teaching of 'Online Safety', we deliver an annual Internet Safety Week and remind children of rules learnt through computing displays both within classrooms and the wider school environment. Through this, we recognise that parents play a pivotal role in keeping children safe online. For this reason, we regularly keep parents updated through newsletters, the school website and 'Online Safety' workshops.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced Computing curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
- Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
- Suitable resources and learning environments will be made available to enable pupils to access the learning required.



Special Needs

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our children. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not making expected progress, then the teacher identifies this to the SENDCo as a 'teacher concern' and additional provision is then planned. The provision is then monitored using the 'assess, plan, do, review' cycle. If at this point, it is still deemed that the child is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as 'SEN support' and pupils and parents are invited to contribute towards the child's one-page profile, which considers the views of the child, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The child's input is integral to the success of this profile as it allows the child to freely express how they feel about their learning and how school can support them.

EAL

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

More-Able Children

We ensure that our more-able pupils are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more-able to constantly evidence the application of Computing skills (such as being digitally literate) within a breadth of activities and across the curriculum. We also organise for more-able pupils to attend computing linked events such as 'LitFilmFest', lessons at local high schools and reasoning clubs. Finally, we have pioneered 'Digital Leaders' in our school, with two days focussed on training selected more-able children so that they can teach the skills they have learnt to their peers.

Monitoring

Monitoring is undertaken in various ways:

- The Computing Subject Leader /SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Scrutiny of teachers' planning if presented.
- Monitoring pupils' work in books and on the Seesaw app.



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- Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls etc.
- Staff, parent/carer and pupil voice

Assessment

Please read our school's 'Assessment' and 'Marking and Feedback' policies, which this policy runs alongside. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children, observing their work, marking their work, etc. Teachers will use these assessments to plan further work and inform the design of future lessons.

See 'Assessment Policy' for our timetable of assessment throughout the year, which indicates that assessment records are updated bi-annually using a variety of methods.

Teachers take part in moderation sessions within school and attend LA Moderations with other schools. These moderation meetings enable teachers to moderate each other's judgements against agreed criteria to ensure parity.

Role of Subject Leader

The Computing Subject Leader is responsible for co-ordinating Computing through the school.

This includes:

- Devising an Action Plan at the beginning of each academic year based on the needs of the pupils, staff and whole school.
- To action, monitor and evaluate the progress of the Action Plan throughout the year including writing an impact report at the end of the academic year.
- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of Computing are to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation and assessment of Computing throughout the school



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- Assisting with requisition and maintenance of resources required for the teaching of Computing. Again this will be within the confines of the school budget
- Complete monitoring of pupils' books/Seesaw (termly). If it is deemed necessary – scrutiny of planning to answer questions raised in monitoring.
- Carry out staff & pupil voice interviews.
- Classroom Observations and Learning Walks.
- Attend Subject Leader Briefings led by the local authority.

Role of Class Teacher

- To ensure progression in the acquisition of Computing skills in line with this policy, our school Computing Vision and the National Curriculum for Computing.
- To develop and update skills, knowledge and understanding of Computing.
- To identify CPD needs in Computing and take advantage of training opportunities, sharing these with the subject leader.
- To keep appropriate on-going records and assessments (in line with assessment policy).
- To plan effectively for Computing (with year group partners), liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment.

Website Information

It is the responsibility of the Computing Subject Leader to keep up to date with the statutory requirements of Computing and to ensure that all information is provided to the website manager for upload onto the school's website.

Governors

At Fazakerley School we have an identified governor for Computing who is invited to meet with the Computing Subject Leader each term. This governor reports these discussions back to the curriculum committee.

Parents

Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:

- Homework – Spelling practice
- Parent Workshop mornings
- Stay & Play sessions



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- Information-giving sessions
- Newsletters
- Parents' Evenings
- Annual written reports



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