



## **Computing Policy**

## Intent –

At Brookdale Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

- Enable children to become confident coders on a range of devices
- To develop children's understanding of technology and how it is evolving
- To enable a safe computing environment through appropriate attitudes and behaviours
- To develop ICT as a cross-curricular tool for learning and progression across the curriculum
- Provides equal opportunities for children to apply their skills and knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

The intent of the Computing curriculum is outlined and detailed in the Computing Progression map.

## Implementation -

### EYFS –

In the Early Years Foundation Stage (EYFS), it is our intention to enable children to encounter different technology in order to broaden their understanding of the world. These objectives are set out in the Early Learning Goals which underpin the curriculum planning. The range of experiences encourages children to make connections between areas of learning and to understand how various technologies are used around us.

### Years 1 to 6 -

- Through Years 1 to 6 children are taught following the Knowsley CLC planning scheme.
- This Programme of Study sets out learning into three key areas: Digital Literacy, ICT and Computer Science.
- This spiral curriculum is offered to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.
- The teaching sequence of the core themes is planned, where possible, to help pupils answer the termly big question.
- Each class has a floor book where samples of computing work are kept. This may comprise of printed outcomes, photographs or the children's group work. This floor book is available for the children to access throughout the year to revisit their learning.
- Whilst integrated into the curriculum for both Computing and PSHE, stand-alone e-Safety lessons can be delivered in response to concerns.
- Planned enrichment activities can be used to develop and extend the school's planned programme.

## Impact –

- The subject leader is responsible for reporting on standards in Computing across the school to the governing body.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance and what targets they would set themselves in the future.
- Teachers in Year 1-Year 6 can keep on-going notes on subject assessment sheets. These notes, along with evidence in class floor books and any end-of-unit products or assessments are used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Foundation 2 staff make summative judgements termly by entering data into Tapestry and internal tracking sheets.
- Progress and achievement in Computing are passed on to parents and carers at open evenings and in the annual report.

