Computing Policy

Staff Responsible:	Mr Danny Frankish
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Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Delivery of Computing

Computing is delivered by a HLTP (Computing Specialist). This takes place in each year group, every week under a 3-form rotating cycle. The lesson takes places, usually, in the computing hub which houses 15 Windows computers and 15 iPads. Our Curriculum can link to all subject areas depending on the focus the class teacher decides upon during the Summer term objectives.

This ensures that each class receives a Computing lesson on a weekly basis. The structure incorporates a balanced mixture of Digital Literacy, Computer Science and Information Technology.

Lesson Content

In support of foundational understanding of Computing, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:-

- **What is statement –** As each Computing lesson commences, children will be reminded of the definition of the subject and the importance of the three Computing strands.
- **Independence –** Children are reminded of key skills from previous learning and encouraged to use their knowledge to complete project work and increase their own knowledge using similar skills and knowledge of familiar buttons.
- **Modelling –** To support understanding, each lesson will include small step, specifically focused modelling; this will encourage independence but will also provide a very strong scaffold.
- **Key vocabulary –** Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies –** Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence History effectively, the following strategies have been implemented: -

- Reception – Earwig and Floorbook
- Year 1 > 4 Earwig, floorbooks shared saving folders on the student drive
- Year 5 > 6 Earwig, floorbooks and personal accounts for saving

Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsivity to the needs of all children. This feedback will be delivered verbally.

At the end of each half term, the Computing Specialist (HLTP)assesses which children have exceeded or are working significantly below the expected level for that particular topic. In order to do this, she will use her knowledge of the children, her observations from the lessons and monitoring the children's produced work, saved online. Children 'working significantly below' national curriculum expectations are noted in our Wider Curriculum Assessment grids, with a brief description of why, to monitor the gaps in learning of our children across the Wider Curriculum. Additionally, children who are 'working significantly above' National Curriculum aims are noted to highlight gifts and talents between class teachers and subject leaders.