

Computing Policy

Staff Responsible:	**Mr D Frankish**
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Teaching and Learning in Computing

Subject Identity: Computing

Fingerprint Statement

Computing is a subject that explores how digital systems work and how they can be used to create, communicate and solve problems, enabling pupils to develop computational thinking, digital literacy and an understanding of information technology. Through programming, digital tools and real-world applications, pupils examine how data, systems and users are interconnected, while being encouraged to question, design and evaluate the processes and outcomes they create.

Core Concepts and Themes

Computing is rooted in a set of core concepts that underpin all learning within the subject. These concepts allow pupils to develop a coherent understanding of digital systems and their role in the modern world.

The key concepts are:

- **Algorithms** – understanding step-by-step instructions and logical processes used to solve problems
- **Data and Information** – recognising how data is collected, represented, stored and used to make decisions
- **Systems and Networks** – exploring how digital devices, components and networks connect and communicate
- **Programming and Control** – understanding how to design, create and debug programs to achieve specific outcomes
- **Online Safety and Digital Citizenship** – learning how to use technology safely, respectfully and responsibly, including protecting personal information and understanding online behaviour
- **Impact and Responsibility** – considering how technology affects individuals, communities and the wider world

Together, these concepts support pupils in developing an understanding of computing systems, digital creation and the safe, responsible use of technology in an increasingly interconnected world.

Disciplinary Ways of Thinking

These foundations are brought together through computational thinking, which represents the disciplinary approach of the subject. Pupils are taught to make sense of the digital world by applying key ways of thinking that computer scientists use.

This includes:
• Using logical thinking to understand how systems and programs operate
• Decomposing problems into smaller, manageable parts

• Identifying patterns and making connections within data and processes
• Designing and evaluating algorithms to solve problems

Through this approach, Computing enables pupils to think critically about information, systems and technology, supporting them to understand processes, solve problems and create digital solutions across a range of contexts.

Teaching and Learning Documentation

To ensure clarity, consistency and effective communication across all subject areas, key documentation is developed by the Subject Leader and shared with 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**

Collectively, these documents outline the intent, coverage and implementation of each wider curriculum subject, supporting high-quality teaching and ensuring a coherent and progressive learning experience for all pupils.

Subject Leadership and Monitoring

Subject Leaders are responsible for monitoring and evaluating the effectiveness of their subject throughout the academic year. To ensure this is carried out systematically and with impact, the following key documentation is maintained and reviewed regularly:

1. **Subject Audit**
   An annual audit is completed to evaluate the overall effectiveness of the subject. This includes a RAG rating to identify strengths and areas for development, and to inform priorities for the year ahead.
2. **Subject Action Plan**
   A focused three-point action plan is developed, informed by both the School Development Plan and outcomes from the subject audit. This outlines clear next steps to support ongoing improvement and raise standards within the subject.
3. **Learning Enquiry**
   As part of the school's monitoring cycle, the Learning Enquiry process ensures a robust evaluation of the subject. This includes a range of activities such as book looks, learning walks, planning and resource checks, pupil voice and staff voice. Findings are collated, shared with relevant staff, and used to inform subsequent actions and next steps.

Delivery of Computing

Computing is delivered as part of the PPA rota and is taught by a specialist computing teacher. Pupils receive one hour of dedicated computing each week, ensuring consistent and progressive development of skills and knowledge across the academic year. The lesson takes places, usually, in the computing hub which houses 15 Windows computers and 30 iPads.

In addition, Computing is interlinked with all foundation subjects, enabling pupils to apply and deepen their understanding in meaningful contexts. This cross-curricular approach supports the use of technology for

research, data handling, digital creation and problem-solving, reinforcing learning across the wider curriculum.

Lesson Content

To support the development of a secure foundation in Computing, key lesson components have been established alongside teaching proformas to ensure consistency and clarity in delivery across all classes.

These components include:

- **"What is Computing?" statement**
  At the start of each lesson, pupils are reminded of the definition of the subject: "*Computing is a tool for learning, innovation and discovery*. This ensures a shared understanding of the discipline.
- **"Why learn Computing?"**
  Pupils are explicitly reminded of the key strands of Computing: Computer Science (how programs are created), Digital Literacy (presenting and creating information), and Information Technology (understanding how computer systems and networks work).
- **Key vocabulary**
  Carefully selected, subject-specific vocabulary is introduced, discussed and clarified within each lesson. Teachers facilitate purposeful talk to ensure pupils can confidently use and apply this terminology.
- **Teaching Toolkit strategies**
  High-quality teaching is underpinned by the effective use of agreed Teaching Toolkit strategies. These include modelling, retrieval practice, adaptive teaching, precise assessment and opportunities for purposeful reflection, all of which support strong learning outcomes.

Performance and Learning Evidence

The systematic collation of evidence is essential in supporting pupils' learning and enabling effective monitoring of teaching and learning by subject leaders and senior leaders. To ensure Computing learning is captured consistently and meaningfully across the school, the following approaches are in place:

- **Reception – Year 6-** Evidence of children's learning and work is captured through high quality photographs and videos uploaded to Earwig. These files document the children's learning journey through each topic.
- **Please note:** *Earwig is an online platform used to capture and store evidence of learning, including class discussions, activities and outcomes. It supports the documentation of pupils' developing knowledge and skills across the curriculum.*

Assessment

In line with the school's Marking and Feedback Policy, adults are expected to use ongoing formative assessment throughout the learning sequence. This ensures teaching is proactive and responsive to the needs of all pupils. Feedback may be delivered verbally or in written form and should support pupils in making progress within the lesson and over time.

At the end of each half-term, pupils' retention and depth of knowledge are assessed, with opportunities for them to apply previously learned skills in the creation of their final computing piece of work.

Pupils identified as 'working below' National Curriculum expectations are recorded within the Wider Curriculum Assessment grids, alongside a brief commentary to support the identification and monitoring of gaps in learning across the curriculum.