KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

Computing Policy

GREAT SCHOOLS TRUST

Document Control

This document has been approved for use within	King's Northway Primary Academy
This document has been approved by	Governing Board
On	November 2024
Date effective from	November 2024
Date of next review	November 2025
Review period	Annually
Status	Active
Owner	S.Dean

King's Northway Primary Academy

Computing Policy

Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving…all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning…developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.

1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Computing taught at King's Northway Primary Academy. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

Aims

The King's Northway Curriculum for computing was designed to allow children's skills and knowledge from previous years to help them in future learning The aims of the computing curriculum is to enable that all children:-

•Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

•Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

•Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

•Are responsible, competent, confident and creative users of information and communication technology.

Objectives

It is our intention to enable children to find, explore, analyse, exchange and present information across all areas of the curriculum using skills they have learnt in computing. We also focus on developing the skills necessary for children to be able to use information in the most effective way.

In lessons pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use technology to create increasingly sophisticated programs, blogs, web-pages and apps. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

3. Implementation

Scheme of Work
At King's Northway the Scheme of Work covers in increasing depth the three basic areas of computing:- Computing Science, Digital Literacy and Information Technology. Children complete three units per year in each year through the school.

Safety considerations
Children's safety is of paramount importance in Computing. Teaching children how to behave and act when using digital media and equipment is key to out teaching at King's Northway. They are taught procedures to follow and this information and knowledge is shared with parents.

Strategies
Teachers will utilize a range of strategies in the teaching of Computing depending on the knowledge or skills being taught.

Resources (including IPads)
Each child has an iPad and this allows children to undertake further studies outside of the classroom/school environment. There are a range of apps accessible to the children that cover topics taught and also to inspire them creatively.

Learners who need more
Teachers differentiate lessons according to the needs of their class along with implementing further opportunities to go over previous topics via cross-curricular education and vocab-driven games.

Knowledge Organisers
All pupils have access to knowledge organisers for Computing. These knowledge organisers are specific to their year group and the unit of study. They are there to support the pupil's knowledge of technical vocabulary, skills and knowledge that they will use during their unit of work.

4. Impact

Outcomes
Children have the skills and knowledge to utilise technology to solve their problems and bring to life their ideas. The can also use it safely and with thought for others.

Assessment
Children's skills and knowledge will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit as well as examination of the work produced. Assessment is done though Balance where there are a series of statements that evaluate the learning that has taken place in each unit

5. Progression within the subject

Key skills and knowledge for Computing have been mapped across the school using the National Curriculum to ensure progression between year groups. This ensures that children can revisit and build on previous learning as they move up through the school as well as developing their skills throughout the programme of study. Skills learnt and implemented in previous units are revisiting and developed in future units.

6. Monitoring and Review

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and develop yearly action plans to ensure targets are being met and progress is made. The subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Termly book studies take place in all curriculum which consists of book monitoring, pupil interviews and learning walks.

7. Role of the pupil / parent

Pupils are expected to engage with Computing lessons with enthusiasm and explore knowledge and techniques alongside their peers. They will share their expertise with their peers and across the school to build knowledge and confidence. Pupils are encouraged to take part in Computing competitions and clubs both in and out of school.
Parents are given opportunities to share in their children's Computing work through the use of Seesaw and workshops.