1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry based approach. As according to cognitive scientists nothing has been learnt until it is in your long term memory we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

2. Rationale

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines. (CAS)

As computing underpins today's modern lifestyle, it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of further education in a rapidly developing and changing technological world. The use of computing will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

Our Online Safety curriculum aims to supply children with the skills and attitudes needed to thrive in digital world. As technologies change, risks and dangers evolve and in giving children an understanding in this area we equip them to adapt and become positive digital citizens.

3. Aims and Objectives

At Priory CE Primary, our aims are that:

- Computing be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills;
- Children appreciate the relevance of Computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;
- Children receive equal opportunity to develop their computing capability, with opportunities for teaching and use of computing consistently planned for.
- Differentiation is planned for in each area of the computing curriculum so that children achieve to the best of their ability;
- Children learn to work individually and collaboratively;

- Children have a heightened interest and awareness of Computing through the regular display of their work. Computing enhanced work is shown in the classrooms and around the school.
- Staff display positive attitude towards the use of Computing.
- Children are able to access Computing independently to support learning and become familiar with a wide range of Computing hardware and software.
- Children develop appreciation of Computing as a way of enhancing project-based learning.
- Staff and children become aware of the dangers involved with Computing and internet usage and the measures needed for best practice on the internet.
- Computing adds creativity and motivation to curriculum.

4. Teaching and Learning

• The school has a creative, cross-curricular approach to Computing. Teachers and Computing lead ensure that the breadth of study is covered. Current resources are sufficient to support the delivery of Computing, with a growing focus on using apps within iPads to teach coding.

• The 'Weaving Knowledge Skills and Understanding' document is used to ensure coverage across a broad and balanced range of Computing subjects, with Key Knowledge Points (KKPs) ensuring an in-depth understanding of key learning areas..

• Use of Computing to support numeracy and literacy is embedded within school, using iPads for Accelerated Reader, Spelling Shed, Times Tables Rocks, Numbots and laptops to research and publish work.

• Staff range from very confident to not confident in their use of Computing and training needs are generally dealt with internally by the Computing Lead and other colleagues. If needed staff have opportunities to attend external training sessions.

• Support will be given, where possible, with Computing planning and teaching by the Computing lead.

• Online Safety practice is taught during each Computing lesson and within wider PSHE lessons. Internet safety will be a focus when online and safe practice is to be modelled at all times.

• In addition, the Online Safety curriculum overview is used to ensure progression and coverage across the school, using the 'Education for a Connected World' programme.

5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: understanding of key knowledge, independent application, can explain, use or summarise understanding

Deep: has an exceptional understanding of knowledge and skills (gifted and talented)

6. Resources

The school is working with a variety of computers in the classrooms including:
• 13 iPad minis – mainly in FS and KS1
• iPads in class (4 in Y1 classes, 5 in Y2 classes, 7 in Y3/4 classes, 8 in Y5 and 30 in Year 6 classes. This will be increased to 1:1 iPad access in the coming years.
• 5 iPads for senior leaders
• 16 iPads for teachers within the classroom.

- Each Classroom has an interactive TV display, access to a visualiser and each teacher has their own curriculum laptop.
- 2 laptops per classroom Y3 –Y6.
- Support for SEND children to engage with curriculum from personal devices (iPads, Laptops)
- Internet access all around school including All Stars.
- 15 Hewlett Packard touchscreen laptops, available to all, plus 15 non-touchscreen laptops in the Learning Zone
- Projector and internet access in the halls for whole school
- Support staff have laptops to cover PPA and Management time.
- In addition to this, there is a variety of other Computing equipment in school including; Roamers, Bee Bots, Pro Bots, Data Loggers, Digital Still and Video Cameras, CD Players, Easi Speak Microphones, Talking Photobooks.
- There is a variety of software which is age specific and subject specific available on both teachers' and pupils' laptops.
- Green Screen technology to supplement learning, including screen, camera and production equipment

Computing equipment is stored in lockable furniture in classes or store cupboards. When taken home, staff do not leave equipment in cars or on display in homes.

All computing equipment is set up in accordance with the school Online Safety policy, with suitable protection for children online.

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

In the EYFS, Computing is not taught exclusively as a subject, but is embedded in teaching the children knowledge of the world in which they live under the heading 'Understanding the World'. The key aspect of teaching Computing in EYFS is to understand how technology can be used to help us carry out tasks. Following the whole school approach of 'Learning Challenge curriculum', children are taught to use different elements of technology to supplement their learning. Evidence is gathered through observations and children's comments and collated in their Learning Journey books.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children`s skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
Personal, social and emotional development • Self-Regulation • Managing Self • Building Relationships **Physical Development** • Gross Motor Skills • Fine Motor Skills **Communication and language** • Listening, Attention and Understanding • Speaking	**Literacy** • Comprehension • Word Reading • Writing **Mathematics** • Number • Numerical pattern **Understanding the world** • People, Culture and Communities • The Natural World • Past and Present **Expressive arts and design** • Creating with Materials. • Being Imaginative & Expressive

8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources is needed, the school will endeavour to provide equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through extended use of Computing. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem. Advice to support individual pupils is always available from the Computing Coordinator, Inclusion Hub and where appropriate, specialist services.

9. Equality

Priory is a caring school that aims to provide a high-quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

• Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

• Advance equality of opportunity between people who share a protected characteristic and people who do not share it

• Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

10. Monitoring and Review

The subject leader is responsible for monitoring the standards in Computing. They will monitor the quality of planning, lessons and pupils' work throughout the year, with including the Online Safety curriculum.

They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- Online Safety Policy

Policy Author: John Aked
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