

Thomlinson Junior School



'LEARNING THROUGH EXPERIENCE AND ADVENTURE'

Computing Policy 2024/2025

Contents

1. Statement of Intent	3
2. Computing at Thomlinson Junior School.....	4
3. Teaching and Learning	5
4. Inclusion	6
5. Legal Framework	6
6. Roles and Responsibilities.....	6
7. Curriculum	8
8. Safeguarding: Online Safety.....	9
9. Feedback and assessment	10
10. Resources	11
11. Monitoring and Evaluation	12
12. Health and Safety	13

1. Statement of Intent

Curriculum Intent

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

Curriculum Implementation

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

Curriculum Impact

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

2. Computing at Thomlinson Junior School

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Computing Leader (Mrs Crane) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study. Due to the fast

pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

3. Teaching and Learning

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils. We aim to:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

- Instil critical thinking, reflective learning and a ‘can do’ attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

4. Inclusion

At Thomlinson Junior School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

5. Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) ‘National curriculum in England: computing programme of study’

6. Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader’s Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.

- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing.
- Ensuring any government legislation is being met.

Computing Leader

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician

- Conducts routine scheduled maintenance/updates on systems.

- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Maintains network connectivity and stability.
- Sets up new hardware and installations.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Administration Staff

- Maintains the school website content.
- Posts approved requests to the school's social media accounts.
- Supports procurement of resources and technical services.
- Supports the technician with some data management.

7. Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 3 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates with our own assessment procedures. Furthermore, it gives excellent supporting material for less confident teachers. Purple Mash is not used as an 'off-the-shelf' scheme that teachers slavishly adhere to. The units have been carefully selected, for each year group, to not only fulfil the requirements of the National Curriculum but to ensure there is the time and resources to delve deeper into concepts and spend time honing and practising a variety of skills. Through discussions with teachers, leaders and pupils, units can change from year to year, depending on the particular needs of a specific cohort.

Key Stage 2 Outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

8. Safeguarding: Online Safety

Online safety has a high profile at Thomlinson Junior School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Year 3 to the end of Year 6. By using the National Online Safety planning and resources, formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, we can be confident the children follow a clear and comprehensive programme of study. These plans are regularly updated to take into account the ever-evolving nature of the online world. Online Safety is taught in smaller units throughout the year to ensure that key messages and

information is discussed with the children regularly, adding in retrieval and retention of knowledge and understanding.

- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements.
- They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

9. Feedback and assessment

- Summative assessment is undertaken at the end of each unit and the end of each academic year. Using work samples from children's portfolios on Purple Mash and observations of the children in their class, teachers make notes for each unit (regarding whether children are working towards expectations, at expectation or beyond expectations as well as any issues or improvements that could be made to a unit for the following year) and an overall judgement for the year in July.
- Pupil attainment is assessed using the milestones set out in the Essentials Curriculum document. Each unit has been matched to the relevant milestones, giving teachers a framework with which to assess the attainment of the children in any given unit. They also use the 2Simple Assessment Guidance, which can be found at the end of each

unit of work to aid judgements. Teachers consider the exemplar of what a child at an expected level would be able to demonstrate once each unit is completed. They use their professional judgement, based on what they have seen in the classroom and evidence from work the children have produced, to judge whether each child is working towards age related expectation (ARE), working at ARE or working above ARE. This is recorded after each unit on our Foundation Subject Assessment sheets and formally recorded in Scholar Pack at the end of the year (July). All assessments sheets are passed onto the curriculum lead; from this, the subject leader can identify any problem areas or units that have gone particularly well, identify any significant gaps in learning and plans for future units and the following year can be adapted and updated as necessary. In addition, the class teacher can monitor the progress of the children in their class and adjust their teaching as necessary.

- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents, both teachers and pupils can evaluate process. Feedback can be verbal during the lesson (most valuable) and, in some cases where it is appropriate, written.
- Work from a range of classes and abilities can be shared using the Notice board feature in Purple Mash.

10. Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader (Mrs Crane).

- The Computing Leader (Mrs Crane) keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader (Mrs Crane).
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

11. Monitoring and Evaluation

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Computing Leader and Assessment Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Leader and Assessment Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.

- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/staff meetings.

12. Health and Safety

Thomlinson Junior School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.

Updated: September 2024

Next review: September 2025