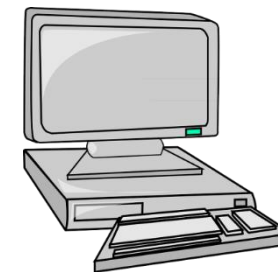


The Meadows Primary School Programme of Study for Computing 2024

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Computing at The Meadows Primary School.

It is important that technology is used as a day-to-day element of school life and across all subject areas, therefore if opportunities to use computing arise which do not fall within the curriculum for each year group they should be taken advantage of.

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Give pupils the skills they need to be digital creators and masters.
- Use computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use computing throughout their later life.
- To enhance learning in other areas of the curriculum using computing.
- To develop the understanding of how to use computing safely and responsibly.

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Rationale

The school believes that computing:

- Enables pupils to be creative through a variety of mediums.
- Enables pupils to be masters and creators of technology, rather than just users.
- Improves logical thinking and problem-solving skills.
- Prepares pupils for the modern workplace and wider world.
- Teaches pupils how work can be done collaboratively, even if not physically together.
- Teaches how to responsibly communicate and interact digitally.
- Gives pupils a deeper understanding how the digital tools we use are made and function.
- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Has the flexibility to meet the individual needs and abilities of each pupil.

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- **Intent:** [Why we do what we do.](#)

At the Meadows, we want pupils to be creators and masters of technology rather than merely 'users'. This will prepare them to be able to control and adapt technology to serve the purposes they require as well as enabling them to enter into the ever-increasing list of careers where confidence with a command of technology is essential. As a school, we want to respond to new developments in technology and educate our children so that they are confident developing their own computing skills, understanding and interest beyond the end of their school life.

Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators, not just consumers, and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We will ensure that our teaching meets, and hopefully exceeds, the requirements of the national curriculum programmes of study for Computing. Beyond Computing as a subject, we want our pupils to see technology as a tool that can be applied to many areas of work and life in order to enhance learning or provide greater flexibility or opportunities.

We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology. We recognise that technology can allow pupils to share their learning in creative ways but with these opportunities for online interactions there are also risks and responsibilities. Through experience and guidance we want our pupils to become confident navigating these, and future, issues in an informed and responsible way. Young people will always be a step ahead of educators in what is the latest technology or trend, and so we view e-safety as a continuous conversation between our teachers and our pupils' experience of technology and the online world. We will respond to new technological issues and concerns as they arise and encourage our pupils to be able to share their concerns and experiences with us. E-Safety will be formally embedded in our Computing and PSHE curriculum, but like technology itself, it will also exist informally through all our school life and classroom conversations.

Technology is a tool, and like any tool it can be used to improve productivity, create better outcomes and ease our lives, but tools can also be dangerous and inefficient when misused. Knowing how and when to use a tool properly is the best to ensure its best use. Through their computing education we want our pupils to be confident and responsible users of technology as a tool. We want our pupils to be fluent with a range of tools to best express their understanding and have the independence and confidence to choose the best tool to fulfil a task or challenge. We also understand the accessibility opportunities technology can provide for our pupils and will look for opportunities where technology can be used to aide pupils in this regard. We want our pupils to leave school skilled, responsible and empowered in their use of technology.

- **Implementation:** [How we teach Computing at The Meadows](#)

We follow a broad curriculum that builds each year on previous learning in order to extend and broaden pupils' knowledge and skills. We follow the 'Teach Computing' scheme of work which was developed in consultation with the National Centre of Computing Excellence (NCCE) and the DfE based on the latest research and consultation with teachers. The scheme uses a spiral structure where the same 5 core strands are taught each year, building on the previous year's learning. Due to the nature of our

year group cohorts and class organisation, our curriculum will run on a two-year rolling programme to ensure all pupils receive the full curriculum as they progress up through the school.

In KS1 & KS2 Computing lessons will be scheduled for each week, though some classes may choose to group this scheduled time in to less frequent but extended lessons when appropriate. In the EYFS, Computing will be integrated into the children's learning as required by the new EYFS Framework, though no discrete lessons will be formally scheduled.

As technology consists of a mixed and fluent ecology of hardware and software, the record of pupils' learning will reflect this. Where appropriate, digital work will be saved to each class's drive on the school server, though some work may also be shared and submitted through the class's Microsoft Teams channel. Work done on iPads will be uploaded and saved to the class' Microsoft Teams channel when suitable. As the curriculum also features knowledge-based learning, 'unplugged' paper-based activities will be stored in an individual pupil plastic folder in each class.

- **Impact:** [How we will know if we have been successful](#)

Through their computing education our pupils will be confident and responsible users of technology as a tool and they will be fluent with a range of technological tools. They will have the independence and confidence to choose the best tool to complete a task or challenge successfully. Our pupils will be able to identify hardware and software that could be used to complete or improve an activity, and be able to work collaboratively using chosen software and hardware. Our pupils will also be able to confidently find a suitable system for saving, uploading or sharing content they have created while understanding and managing potential risks that may need to be considered.

Our pupils will be happy to discuss with teachers contemporary issues regarding e-safety and any new developments that may arise. They will be able to explain how they can use technology responsibly and what steps they can take to keep safe online.

These skills and knowledge will be evidenced by work that the pupils produce, which will be stored in a suitable and easy to access location, depending on the type of content created and the devices used to create it.

Assessment: Pupils will be formally assessed at the end of each unit of work using summative assessments. These summative assessments will be carried out using the website / app 'Plickers'. The individual results of the assessments will be stored in the pupil work folders. Teacher assessments of project work will also be made using unit rubrics. Teachers will record per pupil progress against age related expectations in the year group progress tracking document.

Curriculum and Planning

Computing is taught using the National Centre of Computing Excellence and 'Teach Computing' Scheme of Work.

The 'Teach Computing' Curriculum uses the National Centre for Computing Education's computing taxonomy to ensure comprehensive coverage of the subject. This has been developed through a thorough review of the KS1–4 computing programme of study, and the GCSE and A level computer science specifications across all awarding bodies.

Long Term Planning

Spiral curriculum

The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly. It also ensures that connections are made even if different teachers are teaching the units within a theme in consecutive years.

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	Year 1 Wrens	Years 1/2 Robins	Year 2 Owls	Year 3&4 Puffins	Year 3&4 Kingfishers	Year 4 & 5 Kestrels	Year 5 Hawks	Year 6 Eagles & Falcons
Cycle A	Year 2 SOW	Year 2 SOW	Year 2 SOW	Adapted Y3/Y4 SOW	Adapted Y3/Y4 SOW	Alternative Year 4/5 SOW	Alternative Year 4/5 SOW	Year 6 SOW
Cycle B	Year 1 SOW	Year 1 SOW	Year 1 SOW	Year 3 SOW	Year 3 SOW	Year 5 SOW	Year 5 SOW	Year 6 SOW

Key Stage 1

Unit summaries

Autumn

Spring

Summer

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 1	Technology around us Recognising technology in school and using it responsibly.	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Grouping data Exploring object labels, then using them to sort and group objects by properties.	Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming animations Designing and programming the movement of a character on screen to tell stories.
Year 2	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

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Key Stage 1

National Curriculum Coverage – Key Stage 1 Computing Curriculum												
	1.1 Technology around us	1.2 Digital painting	1.3 Moving a robot	1.4 Grouping data	1.5 Digital writing	1.6 Programming animations	2.1 Information technology around us	2.2 Digital photography	2.3 Robot algorithms	2.4 Pictograms	2.5 Making music	2.6 Programming quizzes
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions			✓			✓			✓			✓
Create and debug simple programs			✓			✓			✓			✓
Use logical reasoning to predict the behaviour of simple programs			✓			✓			✓			✓
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
Recognise common uses of information technology beyond school	✓		✓	✓			✓	✓				
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	✓				✓	✓	✓			✓		

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Key Stage 2 Unit Summaries

	Autumn		Spring		Summer	
	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 3	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Core Computing Skills Using username and passwords successfully; opening and closing programs; opening and closing files; navigating a file browser; naming and saving files; navigating desktop.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Branching databases Building and using branching databases to group objects using yes/no questions.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Core Computing Skills Using username and passwords successfully; opening and closing programs; opening and closing files; navigating a file browser; naming and saving files; navigating desktop.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Year 5	Sharing information Identifying and exploring how information is shared between digital systems.	Video editing Planning, capturing, and editing video to produce a short film.	Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Flat-file databases Using a database to order data and create charts to answer questions.	Vector drawing Creating images in a drawing program by using layers and groups of objects.	Selection in quizzes Exploring selection in programming to design and code an interactive quiz.
Year 6	Internet communication Recognising how the WWW can be used to communicate and be searched to find information.	Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Variables in games Exploring variables when designing and coding a game.	Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.	3D modelling Planning, developing, and evaluating 3D computer models of physical objects.	Sensing Designing and coding a project that captures inputs from a physical device.

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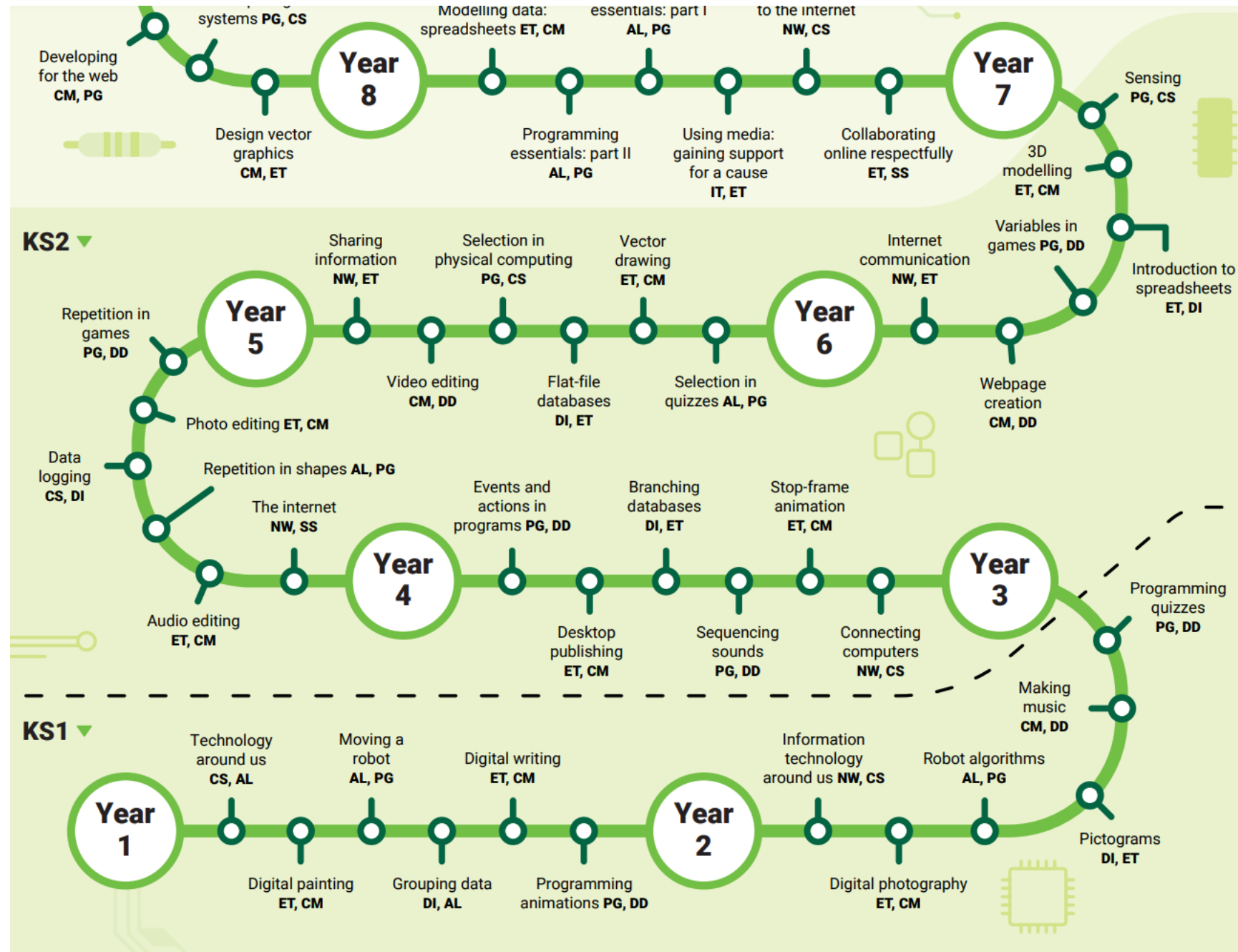
Lower Key Stage 2

National Curriculum Coverage – Years 3 and 4		3.1 Connecting computers	3.2 Stop-frame animation	3.3 Sequencing sounds	3.4 Branching databases	3.5 Desktop publishing	3.6 Events and actions in programs	4.1 The Internet	4.2 Audio editing	4.3 Repetition in shapes	4.4 Data logging	4.5 Photo editing	4.6 Repetition in games
Design, write and debug 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		✓		✓			✓			✓	✓		✓
Use logical reasoning to explain how some simple algorithms work 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 World Wide Web, and the opportunities they offer for communication and collaboration		✓						✓					
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						✓		✓	✓			✓	
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact								✓	✓			✓	

Upper Key Stage 2

National Curriculum Coverage — Years 5 and 6	5.1 Sharing information	5.2 Video editing	5.3 Selection in physical computing	5.4 Flat-file databases	5.5 Vector drawing	5.6 Selection in quizzes	6.1 Internet communication	6.2 Webpage creation	6.3 Variables in games	6.4 Introduction to spreadsheets	6.5 3D modelling	6.6 Sensing
Design, write and debug 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	✓		✓			✓			✓			✓
Use logical reasoning to explain how some simple algorithms work 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 World Wide Web, and the opportunities they offer for communication and collaboration	✓						✓					
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		✓		✓			✓	✓				
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	✓	✓						✓	✓		✓	

A child's learning journey through Computing at The Meadows



Progression of skills & knowledge in Computing

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing systems and networks	Recognising technology in school and using it responsibly.	Identifying IT and how its responsible use improves our world in school and beyond.	Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Identifying and exploring how information is shared between digital systems.	Recognising how the WWW can be used to communicate and be searched to find information.
Creating media	Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. Using a computer to create and format text, before comparing to writing non-digitally.	Capturing and changing digital photographs for different purposes. Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Capturing and editing digital still images to produce a stop-frame animation that tells a story. Creating documents by modifying text, images, and page layouts for a specified purpose.	Capturing and editing audio to produce a podcast, ensuring that copyright is considered. Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Planning, capturing, and editing video to produce a short film. Creating images in a drawing program by using layers and groups of objects.	Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. Planning, developing, and evaluating 3D computer models of physical objects.
Programming	Writing short algorithms and programs for floor robots, and predicting program outcomes. Designing and programming the movement of a character on screen to tell stories.	Creating and debugging programs, and using logical reasoning to make predictions. Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	Creating sequences in a block-based programming language to make music. Writing algorithms and programs that use a range of events to trigger sequences of actions.	Using a text-based programming language to explore count-controlled loops when drawing shapes. Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	Exploring conditions and selection using a programmable microcontroller. Exploring selection in programming to design and code an interactive quiz.	Exploring variables when designing and coding a game. Designing and coding a project that captures inputs from a physical device.
Data and information	Exploring object labels, then using them to sort and group objects by properties.	Collecting data in tally charts and using attributes to organise and present data on a computer.	Building and using branching databases to group objects using yes/no questions.	Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Using a database to order data and create charts to answer questions.	Answering questions by using spreadsheets to organise and calculate data.

Computing in EYFS

Computing in the EYFS must fit in with the 7 areas of learning and development:

- **communication and language**
- personal, social and emotional development
- physical development
- **literacy**
- **mathematics**
- **understanding the world**
- **expressive arts and design**

The areas in **bold** are the most appropriate areas which can supported and explored using technology. Looking more closely at each of these areas, we can identify how technology can be used to support them:

Communication and language

- Talk about appropriate use of technology (suitable games, screen time) and how personal information can be shared (Tapestry).
- Use technology to record speech and ideas.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (use mouse, keyboard and touch screens with some accuracy.
- Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings - create digital art, take digital photos and videos, explore the creation of digital music.

Literacy

- Explore identifying letters on a keyboard.
- Recording ideas and sentences through audio and video.

Mathematics

- Interactive numeracy games.

Understanding the world

- Exploring day-to-day technology through play. – availability of pretend telephones, mobiles, computers etc.
- Exploring digital toys, such as Beebots, or similar.

Personal, Social and Emotional Development

- Managing Self – screen time / appropriate use of technology.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT. Toys such as torches, talking pegs, talking books and Bee Bots are often used. Recording devices e.g. Easi speakers, can support children to develop their communication skills. This is particularly useful with children who have English as an additional language. Tapestry observations made by both parents and staff contribute to their on-going assessments.

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Online safety

The unit overviews for each unit show the links between the content of the lessons and the national curriculum and Education for a Connected World framework ([ncce.io/efacw](https://www.ncce.io/efacw)). These references have been provided to show where aspects relating to online safety, or digital citizenship, are covered within the Teach Computing Curriculum. Not all of the objectives in the Education for a Connected World framework are covered in the Teach Computing Curriculum, as some are better suited to personal, social, health, and economic (PSHE) education; spiritual, moral, social, and cultural (SMSC) development; and citizenship. However, the coverage required for the computing national curriculum is provided.

The below table shows how online safety is covered in the Teach Computing units of work.

National Curriculum Coverage – Key Stage 1 Computing Curriculum		1.1 Technology around us	1.2 Digital painting	1.3 Moving a robot	1.4 Grouping data	1.5 Digital writing	1.6 Programming animations	2.1 Information technology around us	2.2 Digital photography	2.3 Robot algorithms	2.4 Pictograms	2.5 Making music	2.6 Programming quizzes
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies		✓				✓	✓	✓			✓		
National Curriculum Coverage – Years 3 and 4		3.1 Connecting computers	3.2 Stop-frame animation	3.3 Sequencing sounds	3.4 Branching databases	3.5 Desktop publishing	3.6 Events and actions in programs	4.1 The Internet	4.2 Audio editing	4.3 Repetition in shapes	4.4 Data logging	4.5 Photo editing	4.6 Repetition in games
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact								✓	✓			✓	
National Curriculum Coverage – Years 5 and 6		5.1 Sharing information	5.2 Video editing	5.3 Selection in physical computing	5.4 Flat-file databases	5.5 Vector drawing	5.6 Selection in quizzes	6.1 Internet communication	6.2 Webpage creation	6.3 Variables in games	6.4 Introduction to spreadsheets	6.5 3D modelling	6.6 Sensing
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		✓	✓						✓	✓		✓	

Discrete Online Safety Lessons

Online Safety Lessons

All pupils in KS1 and KS2 will start each academic year with a lesson about using the 'SMART' rules of internet usage. They will then sign a 'SMART' agreement along with the school's AUP.

At the start of each half-term, each class will have a dedicated online safety lesson to help children build a strong understanding of using computers safely and responsibly. The lesson objectives for each half term can be found below.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Digiduck's Big Decision Being a good friend to others on the internet	Digiduck's Famous Friend Critical thinking and reliability online	Detective Digiduck Reliability of online information.	Digiduck and the Magic Castle Playing games online: peer pressure, password sharing, and in-app purchasing.	Digiduck Saves the Day Positive uses of the internet to help others.
Year 1 KS1 Cycle B	To create, name and date my digital creative work.	To safely search for images online	To understand how to communicate safely online.	To understand what personal information I need to keep safe.	To explore how to use email to safely communicate.	To apply my online safety knowledge to help others make good choices online.
Year 2 KS1 Cycle A	To understand that the information I put online leaves a digital footprint.	To use keywords in an online search to find out about a topic.	To recognise whether a website is appropriate for children.	To rate and review informative websites.	To be able to identify kind and unkind behaviour online.	To apply our knowledge of safe and sensible online activities to different situations.
Year 3	To know what cyberbullying is and how to address it.	To understand how websites use advertisements to promote products.	To create strong passwords and understand privacy settings.	To safely send and receive emails.	To explore different ways children can communicate online.	To use knowledge about online safety to plan a party online.
Year 4	I can identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online.	I can use a search engine accurately.	I understand the term 'plagiarism' and how to avoid it.	To create a safe online profile.	To explain how to be a responsible digital citizen.	To create an online safety superhero character.
Year 5	To identify spam emails and what to do with them	To write citations for the websites I use for research.	To create strong passwords.	To recognise when, why and how photographs we see online may have been edited.	To apply online safety rules to real-life scenarios.	To apply online safety rules to real-life scenarios.
Year 6	I can find similarities and differences between in person and cyberbullying. I can identify good strategies to deal with cyberbullying.	I can identify secure websites by identifying privacy seals of approval.	I understand the benefits and pitfalls of online relationships. I can identify information that I should never share.	I can identify how the media play a powerful role in shaping ideas about girls and boys.	I can apply my online safety knowledge to my online activities.	I can use my knowledge of online safety to create a multiple choice quiz.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school. Teachers are required to inform the School Business & Resources Co-ordinator of any faults as soon as they are noticed. Resources if not classroom based are located in the ICT suite. computing network infrastructure and equipment has been sited so that:

- Every classroom from Reception to Y6 has a laptop connected to the school network and internet, and an interactive whiteboard or touchscreen TV.
- There is an ICT suite available for laptop work outside of classrooms.
- There are four laptop trolleys in school with internet and server access available to use in classrooms.
- Each class from Reception – Y6 has an allocated slot for teaching of specific computing skills
- The ICT suite and laptops are available for use throughout the school day as part of computing lessons and for cross curricular use.
- Pupils may use computers independently, in pairs, alongside a TA or in a group with a teacher.
- A governor will be invited to take a particular interest in computing in the school.

Assessment and record keeping (also see assessment policy)

Teachers regularly assess capability through observations and looking at completed work. Assessing computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of computing. As assessment is part of the learning process it is essential that pupils are closely involved.

Computing work is saved in each class's Office 365 folder, or on other relevant online services such as Scratch. Other work may be printed and filed within the subject from which the task was set.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, a book trawl, or planning scrutiny. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Pupils with special educational needs (see also SEN policy)

We believe that all children have the right to access computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils. We teach computing to all children, whatever their ability. computing forms part of the national curriculum to provide a broad and balanced education for all children.

Through the teaching of computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate, computing can be used to support SEN children on a one-to-one basis where children receive additional support. Additionally, as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables and different coloured backgrounds.

Equal opportunities (see also equal opportunities policy)

The Meadows Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy.

The role of the co-ordinator

- There is a computing coordinator who is responsible for producing an computing development plan and for the implementation of the computing policy across the school.
- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of com
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To monitor the children's computing work, looking at samples of different abilities.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of computing in the school.
- to liaise with all members of staff on how to reach and improve on agreed targets
- To help staff to use assessment to inform future planning.

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The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing skills and using computing across the curriculum.

- To plan and deliver the requirements of the EYFS outcomes and early learning goals or primary framework for computing to the best of their ability. In The Meadows Primary School we set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds. The class teacher ensures success by creating effective learning environments.
- securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- using appropriate assessment approaches.
- The class teacher's role is a vital role in the development of computing throughout the school and will ensure continued progression in learning and understanding.
- To record pupil attainment annually, via the end of year school report.

Staff training

- the computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.
- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.
- teachers will be encouraged to use computing to produce plans, reports, communications and teaching resources.

Health and safety (see also health and safety policy)

The school is aware of the health and safety issues involved in children's use of computing. All fixed electrical appliances in school are PAT tested in school by the School Business & Resources Co-ordinator, who is PAT qualified. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested by the School's Business & Resources Co-ordinator before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the School Business & Resources Co-ordinator who will arrange for repair or disposal.

- Children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- magnets must be kept away from all equipment
- e-safety guidelines will be set out in the e-safety policy & AUP

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Security

- The School Business & Resources Co-ordinator will be responsible for regularly updating anti-virus software.
- Use of computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the school's AUP.
- Parents will be made aware of the 'acceptable use policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use of computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of computing and the internet will be displayed in all computing areas.

Cross curricular links

As a staff we are all aware that computing capability should be achieved through core and foundation subjects. Where appropriate, computing should be incorporated into schemes of work for all subjects. computing should be used to support learning in other subjects as well as develop computing skills.

Parental involvement

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

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