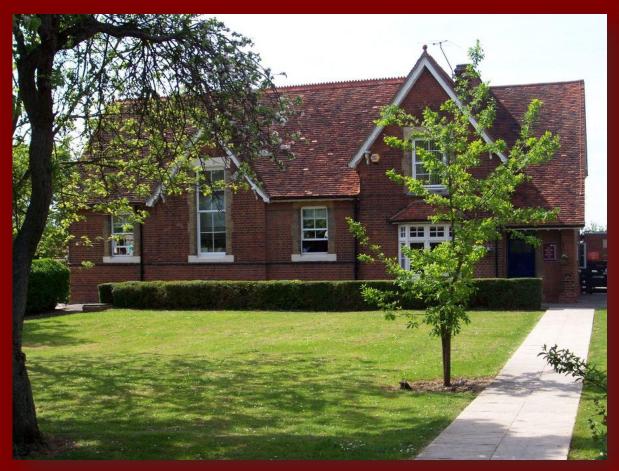# FELSTED PRIMARY SCHOOL
COMPUTING POLICY

Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

INTENT

At Felsted Primary, the intent of the computing curriculum is to equip students with the skills needed to navigate and thrive in a digital world. This includes foundational skills like using technology effectively, understanding online safety, and being able to solve problems using digital tools.

We aim to foster creativity and innovation by providing students with the tools and mindset to innovate. Learning to code, for example, can unlock creativity by allowing students to build their own applications, websites, or even games. They learn how to turn ideas into tangible digital products, which encourages creativity, problem-solving and experimentation.

We feel it is also important to educate our students, not just about the mechanics of computing, but also about its ethical implications, including issues like data privacy, online safety, cyber security and the digital divide.

IMPLEMENT

The Kapow scheme of learning is designed with three strands which run throughout:

• Computer science • Information Technology • Digital Literacy

Our primary computing curriculum is organised into five key areas, creating a cyclical route through which pupils can develop their computing knowledge and skills by revisiting and building on previous learning:

• Computer systems and networks • Programming • Creating media • Data handling • Online safety

The implementation of our computing curriculum ensures a broad and balanced coverage of the National Curriculum requirements, and our 'skills showcase' units provide pupils with the opportunity to learn and apply transferable skills.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities.

IMPACT

The impact of our computing curriculum is monitored through both summative and formative assessment opportunities. Each individual lesson is assessed against the learning objective and each unit has a 'unit quiz' and 'knowledge catcher' which can be used at the start and/or end of the unit. Pupils will leave Felsted Primary with a range of skills to enable them to succeed in their secondary education and be active participants in their ever-increasing digital world.

PROGRESS AND ASSESSMENT

SEND

At Felsted Primary 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.

Mastery

Here at FPS, we celebrate mastery and growth. Our aim is to ensure that students build their computing knowledge progressively, developing key concepts and fundamental skills that can be applied across various contexts. As we prepare our pupils for a future of unknown possibilities, we understand that many jobs they will encounter do not yet exist but will require some level of digital proficiency. With this in mind, fostering a mastery approach to computing is a key component of our curriculum and plays a crucial role in our educational provision. We believe that mastery is a process and that mistakes are part of learning. In coding and computing, failures (like bugs or errors) are often the first step toward understanding. We celebrate persistence and problem-solving, rather than just getting the "right answer" the first time.

Challenge

Our curriculum offers students a challenge, with complex, open-ended problems. They are given opportunities to solve real-world computing problems or design projects that require creativity and critical thinking. For instance, after learning basic coding, they could work on creating algorithms to solve more complex issues (e.g., optimising a process or solving a computational problem in a unique way). Year groups are also given opportunities to apply understanding in a "skills showcase", whereby they are encouraged to use a combination of all key areas of learning: computing systems and networks, programming, creating media, data handling and online safety.

ASSESSMENT

Pupil attainment is assessed using the Computing Assessment Statements for Years 1 to 6 (Kapow Scheme). The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention. Teachers keep accurate records of pupil attainment and track their learning against the assessment tool to inform future planning.

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 progress.

Work from a range of classes and abilities is shared on Tapestry and children are encouraged to self, peer and group assess work in a positive way.

MONITORING

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to track children's work using Purple Mash and record and share with the Computing Lead. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Improvement Plan.

Monitoring will be achieved through:
> Work scrutiny.
> Lesson walks.
> Pupil voice.
> Teacher voice.
> Reflective teacher feedback.
> Dedicated Computing Leader time.

Evaluation and feedback will be achieved through feedback on whole school areas of development in regards to Computing and to be fed back through staff insets and meetings.

ROLES AND RESPONSIBLITIES

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Computing subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, Computing contributes to the wider aims of primary education.

RESOURCES

Hardware:

Chrome Books – one per child in years 2-6

iPads – EYFS and year 1

Interactive whiteboards – 1 per classroom

Laptops – 1 per teacher

Software:

Kapow Scheme of Work

Sketchpad

Bee-Bot/Virtual Bee-Bot

Microsoft PowerPoint

Google Slides

Scratch

MakeCode

Scratch Jr.

Gmail

WeVideo

Google Forms

Google Docs

Microsoft Excel

BBC Micro:bits

TinkerCAD

TwistedWave

TurtleAcademy

Trinket

EdShed

PROFESSIONAL DEVELOPMENT

Staff are given opportunities to further develop their Computing knowledge through INSET, delivered by the Computing lead, chances to observe other members of the teaching staff and through staff audits, which can form individual CPD opportunities.

HEALTH AND SAFETY

In this subject the general teaching requirement for health and safety applies. We teach children how to follow the proper procedures for safety and hygiene.

EQUAL OPPORTUNITIES

Careful planning and awareness of individual children's needs and interests will ensure that every child will have equal access to the Computing Curriculum, regardless of race, gender or class.

POLICY MONITORING

The Computing lead is responsible for the monitoring of the implementation of this policy. The lead reports to the head teacher on the effectiveness of the policy.
The policy will be reviewed every year.

REVIEWED ON: 29.01.25

BY:

NEXT REVIEW DATE: 29.01.26