Computing

'Computers are like bicycles for our minds.'

Steve Jobs

Local Context:
Long Lane Primary is a Community School, built in 1966 and maintained by West Berkshire Council. There are many opportunities to understand how computing is used in the local area and businesses near to the school provide support and networking that encourages our pupils to be part of the wider community through career links and taking part in competitions and learning. Our children are part of a digital society that influences opinions and fact finding and we believe that being responsible online is an increasing safeguarding factor. This means that we have taken steps to teach explicitly about online safety and how this affects mental health of self and others. We also understand the benefits of digital media and that children Long Lane need to be equipped with the proficient use of computers to support their learning across the curriculum.

Intent:
At Long Lane Primary School, our intent is to provide high-quality computing education that equips our pupils with the fundamental computational skills and knowledge necessary to thrive in an increasingly digital and changing world. We aim to foster a love of learning and *curiosity* about technology while ensuring that pupils develop the essential skills required to become responsible, competent, and confident users of technology. We equip pupils with the *resilience* necessary to both support (as upstanders) and be part of the positive aspects of the digital *community* they represent.

(Please see Curriculum Policy.docx for details of Cultural Capital at Long Lane)

Implementation:

Early Years- Pupils at Long Lane arrive at school with a knowledge of how to use computers and digital devices. However, they do not understand e-safety and this needs to be closely monitored. Opportunities are provided within these parameters for children to explore the digital world around them in short, supervised bursts.

We will implement the "Teach Computing" scheme to structure our computing curriculum, ensuring a progressive and comprehensive coverage of key concepts. The curriculum will cover three main strands: Computer Science, Information Technology, and Digital Literacy. We have adapted the scheme of work to ensure each class covers these three main strands to ensure progression across the school – this is achieved by covering three units each year.

- **Computer Science:** Children will develop computational thinking skills through coding and programming activities using platforms such as Scratch. Logical reasoning and problem-solving will be emphasised, encouraging students to think algorithmically.

- **Information Technology:** Children will learn to use a range of software applications for various purposes including word processing, graphic design, and multimedia creation. Online safety will be embedded throughout the curriculum to ensure responsible use of technology.

- **Digital Literacy:** Children will develop a critical understanding of the digital world, including online safety, privacy, and the impact of technology society.

Wider Curriculum - Computing skills will be integrated into other subjects (PSHE, English, Geography, Maths etc) to reinforce learning and demonstrate the practical and safe application of technology. We will provide access to a range of computing devices, ensuring that pupils have opportunities to work with different types of technology. Regular updates to software and hardware will be conducted to keep up to date with advancements.

Online safety - The safe and positive use of computers and information technology is embedded within our computing curriculum as well as other aspects such as Personal Social Health and Economic education (PSHE). This ensures that our children are aware of how to conduct themselves when using computers and information technology, including the internet, in a safe and responsible manner.

Early Years - In the Early Years, computing education will be integrated into play-based activities, emphasising hands-on experiences and exploration. Interactive tools and age-appropriate software will be used to introduce basic concepts such as cause and effect, sequencing, and early coding skills.

[Whole School Curriculum Journey - Computing.pptx](#)
[LLPS Computing - Curriculum Coverage.docx](#)
[LLPS Computing - Curriculum Content.docx](#)
[Teacher Guide KS1 Computing.pdf](#)
[Teacher Guide KS2 Computing.pdf](#)

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, inclusion and Rosenshine Principles at Long Lane)

Impact:

Regular assessments and feedback using the NCCE 'I can' statements for each area of computing will be used to monitor pupils' progress and identify areas for improvement. We will track the achievement of key milestones in each strand of the computing curriculum. Pupils will become confident and enthusiastic users of technology, applying their skills across the curriculum. Children will be able to recognise the dangers that exist from the use of technology and understand how to access online systems safely. Enrichment activities and extracurricular clubs will be offered to further engage pupils in computing beyond the classroom.

Regular updates to reflect changes in technology and educational practices are made to this policy. Through our implementation of this policy, we strive to create a positive and impactful computing education for all pupils at Long Lane Primary School.

Pupil assessment and attainment
Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share, book looks and comparisons. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

EYFS pupils' progress and attainment is assessed by the FS class teacher in the context of the EYFS framework and ELGs.

Monitoring and School Improvement Planning
The Computing Lead, the Headteacher, with support from the Governors regularly review and quality assure Computing across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher's assessments and any other relevant evidence.   In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans,

looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

Linked Policies – This policy sits under the following two umbrella policies;

Teaching for Learning Policy 2023.docx

Curriculum Policy.docx

E-Safety Policy.docx

Online Safety Policy.docx