



Oreston Community Academy

Computing Policy

Date Reviewed by the Governing Body: Spring 2022

Next Review date: Spring 2025

Trust Vision and values

Every child in a great school, while keeping collaboration, aspiration, integrity, and compassion at the heart of our approach. More detail about this can be found on the Westcountry Schools Trust website: [here](#)

Curriculum intent: As seen on our school website

At the centre of our Curriculum Intent is the desire for children to have a wealth of important knowledge and skills with which to achieve and make progress both in school and beyond. The curriculum has been designed and organised in a manner that spirals outwards, constantly building upon previous learning and experiences in which to access the next part of their learning journey. Children begin their topics with a 'wow moment' which activates and stimulates curiosity. The class teacher then harnesses this energy to take the children deep into the subject matter's knowledge and skill bank. Teaching and modelling excellent questioning is crucial to the curriculum design and all our topics start with a question with which to agitate and encourage discussion. We aim to meet the needs of all learners, supporting and challenging all children to achieve their best. We use a broad range of teaching strategies that take into account the ways in which children learn in order to develop their engagement, motivation and creativity.

Our location and community are also a big part of the curriculum design as we are on the doorstep of areas of outstanding natural beauty, such as Radford Park, Hooe Lake and the waterfront. These are carefully incorporated into the curriculum design so that children's knowledge and skills progress in environments that are accessible, enriching and familiar to them. Alongside this, our precious school resources such as our award-winning school allotment are also drawn upon to create able, knowledgeable citizens of the future. We encourage our children to share their learning with each other, their families and the wider community through our Learning Challenges and Celebration Evening to provide a real meaning and celebration of learning.

British Values

We also, at Oreston Community Academy, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

Computing Curriculum Rationale

Our up to date curriculum rationale for computing can be found [here](#), and on our school website. It explains the intent, implementation, and lasting impact of our curriculum, and the ever-growing importance of computing skills in a society that continues to become more digital.

Legal framework

This Policy will have regard to the following statutory and non-statutory guidance: Computing programmes of study: key stages 1 and 2 – September 2013
DfE (2017) 'Statutory framework for the Early Years Foundation Stage' 'Development Matters in the EYFS'

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Foundation 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 perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Aims of the Purple Mash scheme of work:

Through the teaching of the Purple Mash scheme, we will:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- 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.
- 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.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Supporting Purple Mash Documents



GDPR_statement.pdf



Data_Processing_Agreement_2021.pdf



All_applications_Terms_20_Oct_2019.pdf

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

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 world- wide 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.

Inclusion

At Oreston Community Academy, 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, children with English as an additional language and children with SEND. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEND 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.

Safeguarding: Online safety

At Oreston Community Academy, online safety has a high profile 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 Early Years to the end of Year 6.
- A curriculum that is threaded throughout other subjects and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- 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.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our online safety policy clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.

Roles and responsibilities

The Computing Subject Leader is responsible for:

- Developing, resourcing and reviewing the school's Computing Policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up to date with current affairs and best practice regarding Computing.
- Providing guidance, including INSET training to staff, as part of their ongoing professional development.
- Celebrating and promoting the Computing curriculum and the work of pupils throughout the school.

Teaching staff will be responsible for:

- Contributing to the development of the Computing Policy and teaching programmes, with the Computing Subject Leader.
- Following schemes of work and lesson plans in line with the school's Computing Policy and the objectives of the Computing curriculum.
- Facilitating the teaching of their Computing curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the Computing Subject Leader apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the Computing Subject Leader.
- Keeping apprised on current affairs and best practice on their Computing curriculum and applying this to their schemes of work.

Monitoring and evaluation

The subject leader will monitor teaching and learning in Computing at Oreston Community Academy ensuring that the content of the National Curriculum is covered. All teachers are expected to keep a portfolio of children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group. The subject leader will conduct pupil interviews to ascertain understanding and enjoyment of Computing.

The subject leader will maintain appropriate and current records in the form of subject leader files and reports containing evidence of:

- skills coverage
- programmes of study
- data and assessment

This policy will be reviewed regularly to ensure that it complies with the latest legislation, guidance and best practice. Any changes made to this policy will be communicated to all teaching staff by the subject leader.

Policy date: March 2022

Review date: Spring 2025

Written by: Lucas Gardner

