

This document sets out our intent, implementation and impact of Computing Leadership, teaching and Learning in Offwell C of E Primary School. 'Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

Our Intent for COMPUTING

At Offwell, our vision: **Be Well**; **Learn Well**; **Live Well**, charges us to ensure that we secure for each child a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable each child to both benefit from, and contribute to, a better world.

Be Well COMPUTING, in its many forms, contributes to emotional wellbeing by fostering creativity. Learning from and evaluating mistakes (debugging) develops resilience.

Learn Well: COMPUTING allows for the learning of coding, computer science, safe internet use, communication and interaction.

Live Well: COMPUTING enables children to learn useful life skills. It also enables them to be responsible and respectful users of technology.

Implementation of curriculum SUBJECT lessons:

- **Who teaches Computing?** Computing is taught by the class teacher or, on occasion, the PPA cover staff.

- **Which resources are used to ensure progression of knowledge, skills and attitudes?**

EYFS: EYFS Curriculum – Specifically the 'Technology' specific area and the Characteristics of Effective Learning.

Key Stage 1: [Progression Framework for Computing](#)

Key Stage 2: [Progression Framework for Computing](#)

- **How is Computing timetabled?**

There is flexibility as to how Computing is taught. It is usually taught weekly, in the afternoons. It is sometimes linked to thematic learning. It usually lasts 45-60minutes per lesson. In EYFS it is part of continuous provision and fall under the Technology area of learning and development.

- **How are children with additional needs supported in Computing?**

Adult support (support staff and/or volunteer) is sometimes utilised in the teaching of Computing to support those with additional needs. Work is differentiated to support learners with additional needs. Specialist equipment is provided for those children who specific support (e.g. ipad as visualiser). My Plan targets may be incorporated into Computing teaching and learning (e.g. use of visual prompts).

- **How inclusive is Computing provision in the school?**

All children are able to access the teaching of computing due to differentiation. Computing can allow children to express themselves clearly. Computing is made accessible to all through provision of specialist equipment for those who need it.

- **How are other subjects, technologies, visits, or visitors used to enhance Computing learning?**

Computing is sometimes taught in a cross curricular manner with links to many subjects. The most explicit links are found in maths (particularly coding) and English (use of programs for reading and written work). Computer Aided Design (CAD) is used in in the design process in DT lessons, particularly for older children. It is used for research for many subjects and topics. New

technologies are used to enhance the teaching and learning of computing (e.g. the loan of a 3D printer). Visits are occasionally used to enhance learning (e.g. seeing technology used in science museums)

Impact of curriculum Computing lessons:

• **How is Computing progression monitored?**

Teaching and learning of Computing is monitored in a similar way to other subjects: lesson observations, work scrutiny and pupil conferencing.

• **How is Computing progression assessed?**

Learning is assessed at the end of each unit to determine whether children have met the expected standard for the age or are working towards it. The progression Framework is used to support this assessment.

This Policy will be reviewed in September 2020