COMPUTING POLICY 2024-2025

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Approved by:	Headteacher	**Date:**	September 2024
Last reviewed on:	September 2024		
Next review due by:	September 2025		

In light of the mission statement, the National curriculum, the SMSC policy and the assessment policy, the staff and governors at St. Ambrose have set down the following policy.

Curriculum Intent

At St. Ambrose we have developed and grown our whole school curriculum (Building the Kingdom) into one that matters for our children. It is broad, balanced and fulfils all requirements, but goes much further than that. It is underpinned by BIG Questions to raise awareness and develop critical thinkers who become inspired to make a difference, build God's kingdom on earth and change the world! The aim of our curriculum is to grow advocates for change.

Computing enables our children to be critical thinkers as it requires them to find solutions to everyday problems through the use of technology. Children are encouraged to be advocates for change as they look at the way computers are becoming an ever increasing force in today's society. They look at how technology can help the world become more efficient, improve the life we lead and how it is predominant in everyday life. It also encourages independence and resilience with a large emphasis on problem solving and learning from mistakes.

The Computing curriculum has been designed around the requirements of the National Curriculum.

The children have access to a range of tools so that they can apply their knowledge and skills of Computing through a connected curriculum, for example; using Microsoft Excel to input, display and evaluate data in Mathematics.

Curriculum Implementation

The curriculum is carefully planned, connected and implemented to ensure progression in knowledge, skills and understanding. The half-termly planning model we use is a collaborative approach where staff plan together with the SMT before the start of every topic. High quality teaching is planned for and delivered to:

- Engage children in their learning and provide memorable first-hand experiences.
- Support staff in creating and understanding a clear sequence of lessons within a unit of work.

- Ensure key concepts, vocabulary and big questions are understood to provide appropriate challenge through meaningful discussions.
- Provide effective enrichment opportunities to increase the cultural capital of our children.
- Use parental engagement activities to involve parents in their child's learning

We have carefully chosen the company 'Technola' to deliver a high quality, bespoke computing curriculum from Years 2-6. The curriculum is tailored in EYFS and Year 1 to ensure progression into the scheme of learning in Year 2.

From Early Years, children are taught the essential skills of computational thinking through the importance of communication and language. Children are also shown how to develop basic technological skills that allow them to progress into Year 1 with sufficient knowledge. They will be able to understand the basic functions of an iPad and a laptop.

Teachers regularly check children's understanding through online activities and recorded work, asking effective questions to ensure the appropriate skills have been taught. Children are given effective feedback on how to improve for next time. Assessments made by teachers are used to support children further in their development.

In Key Stage 2, pre and post learning quizzes are used to help identify gaps in children's Computing knowledge, so teachers can plan personalised next steps.

The long-term overviews can be found on each class web page.

Curriculum Impact

The impact of our Computing Curriculum can be seen in the finished products that children make online and most importantly in the way in which the children can articulate what they have done and why. The high-quality learning which is produced demonstrates the progress the children make from their starting points to their end points and this is celebrated through outstanding learning environments.