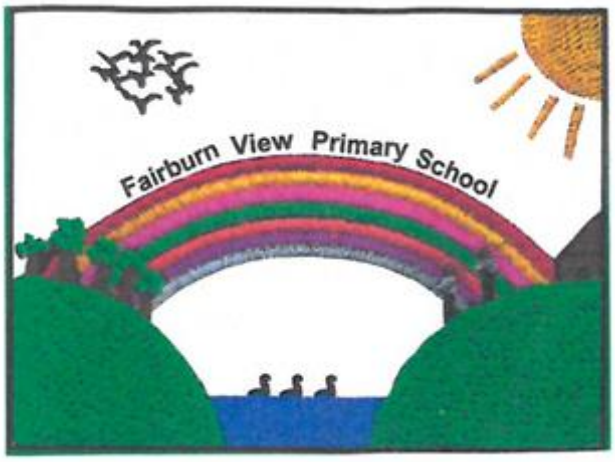

Fairburn View Primary School

Computing Policy
Updated Oct 2023

Signed by: _____

Chair of Governors

Review Date:

Computing

'*We Can and We Will*'

Intent:

At Fairburn View Primary School we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our Computing curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and self-sufficient citizens. It is also our ethos that we develop the social and emotional wellbeing of '*all'* our children*,* with a resilient 'we can, and we will' attitude.

Using computational thinking and creativity to understand and change the world.

The Computing curriculum at Fairburn View Primary School aims to prepare children in understanding the world around them and prepare them for the next stage of their education. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study computing. We want children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want our pupils to be well-rounded members of society with strong morals, emotional intelligence and integrity. The four key drivers for our curriculum are:

Entitlement, Vocabulary and Cultural Literacy, **Subject-Based, Subject Content.**

In addition to the school's main drivers, the Computing curriculum aims to:

- Uphold the quality in teaching, expectations that is found in core lesson
- Deliver a broad Computing curriculum with a range of activities
- Give children a sound knowledge of the curriculum
- Deliver lessons which motivate and inspire children
- Deliver lessons which allow children to flourish in areas in which they may not in other subject areas
- Allow children to be creative and imaginative
- Use adaptive teaching to ensure all pupils are can make progress
- Ensure all students with special educational needs are given the support needed to access the curriculum.
- At Fairburn, we endeavour to achieve these aims alongside our own school ethos and values.

Implementation

At Fairburn View, computing is taught in discrete computing lessons but the use of technology is encouraged to support learning across all curriculum areas. We use The NCCE Computing Curriculum scheme of work to cover four areas of the Computing National Curriculum across each year group: Computing Systems and Networks; Creating Media; Data and Information; and Programming.

Every lesson in our scheme has been individually planned so that it can be effectively taught using the infrastructure we have in place at school and so that it can meet the needs of all our pupils. We use adaptive teaching to ensure that the curriculum can be accessed by all students. Our scheme has been closely referenced against the 2014 National Curriculum attainment targets in order to ensure progression and coverage. Having discrete lessons means that the children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Where appropriate, meaningful links will be made between the computing curriculum and the wider curriculum. In computing lessons, the children will use either iPads or laptops in order to access a range of apps and software.

We use adaptive teaching to ensure all students meet the same goals. For example, students who struggle with keyboard skills are given extra support from a teaching assistant. We also encourage teamwork so that students can be supported by their peers. We cater for the need of children with special educational needs. For example using specialist equipment for students with visual impairment.

We use 'recall' during our lessons to make sure that 'learning sticks'. For example using the 'menti' app to create word clouds, and low stakes quizzes. We track achievement for each pupil. For example of pupil work please look at the 'computing' page on the Fairburn View School website.

In EYFS Computing is not taught as a discrete subject. However, children are taught skills to help them begin their computing journey in Y1. For example fine motor skills, and logical thinking. Example of this can also be found on the computing section of the school website.

Online safety is taught regularly at an age appropriate level and forms the basis of all Computing learning. Children are also taught about vocabulary linked to computing and key skills for life including touch typing.

Each term we monitor lessons, books and speak to children (pupil voice) to ensure all computing lessons are high quality.

Provision for children with SEN

Area of need	All pupils where appropriate	Pupils at wave 2 interventions	Pupils at SEN Support
Cognition and Learning	Adaptive curriculum planning, activities, delivery, support. Increased visual aids/modelling, use of IWBs Illustrated dictionaries Use of writing frames. Access to word processor In class support from Teacher/TA's Blue trays Recall of prior learning Flashback	Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading Lowest 20% Additional Phonics Support with teacher or TA Small group teaching of basic English/numeracy skills with teacher or TA. Pre teaching Memory Training	Intense English or Numeracy support. Specific teaching- individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables Rock Routines Intensive Interaction Early People Games
	Focused group work with TA's e.g. Guided Reading.	Coloured overlays WALLS-Dyslexia Programme Rainbow words Colourful Semantics	Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention Toe by toe
Communication and Language	Adaptive curriculum planning, activities, delivery and outcome Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities Drama Pupil Voice School council WELCOMM language screener	Specific teaching of individual targets In class support from Teacher / TA with some focus on supporting speech and Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor Listening skills	SALT Therapist 1 day per fortnight Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from WISENDSS RLI-Reading Language Intervention(Downs) Objects of Reference Timmy Tongue Drawing and talking Therapy
Emotional, Behavioural and Social	Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening Whole school approach to attendance	Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentoring/behaviour plan Good to be me	Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Lego Therapy, Good to Be Me Social Stories/Socially Speaking Social Monitoring, Anger Management Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Counselling /mentoring /behaviour plan CAHMS, ELSA, ECAT, SULP Boxall Profile Bereavement, loss, transition support
Sensory and Physical	Flexible Teaching arrangements Staff aware of implications of physical impairment Medical support Specific seating arrangements Health care plan Lift	Specific teaching of individual targets Additional handwriting practice Enlarged text Specific seating arrangements/Health care plan Fit to learn It's in a bag	Specific teaching of individual targets Additional handwriting practice Seating arrangements visual/hearing impaired Enlarged text Individual support for PE / Fit to learn Health care plan It's in a bag / It's in a little bag Movement and Handling plans Adapted Keyboards Writing slopes Hoist, Specialist toileting seat Standing frames, Functional seating Floor sitter, Bench Balance cushoins

Impact

Through the development of our curriculum, we have motivated and curious learners who enjoy and feel passionate about their learning.

In order to show that we have accomplished our aims, by the end of KS2, pupils at Fairburn View should:

- Be enthusiastic and confident in their approach towards Computing.
- Have a secure understanding of the potential dangers that can be found online and be aware of the steps to prevent these.
- Be able to create and evaluate a project of their own.
- Understand how to apply formulas to a range of data.
- Transition to KS3 with a desire to continue learning and understanding more about Computing.