



Hebden Royd C.E. (VA) Primary &  
Nursery School

**Computing Curriculum Policy 2022**

## Intent

At Hebden Royd Primary, we believe that computing is an integral part of modern-day life and therefore we aim to equip children with the knowledge and skills required to thrive in a rapidly changing technological world. By the time they leave our school, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). We hope that due to regularly being exposed to 'computational thinking' in how to approach devices in a logical way, children will be able to apply their understanding to any technology that they encounter either now or in their lives after Hebden Royd.

## Implementation

At Hebden Royd Primary, we believe that a clear and effective scheme of work that provides coverage in line with the National Curriculum is essential to meet the requirements of our children in order for them to thrive. To ensure that children are being exposed to high-quality lessons focusing on the skills and knowledge required to be successful 'computational thinkers', we have invested in Purple Mash. This ensures that all key areas of the computing curriculum are taught and revisited during a child's primary school years. This allows our children to build on their learning year after year, building on their vocabulary and to also practice skills where they may not be as confident and likewise, progress their knowledge and skills even further.

We strive to keep children safe online and provide them with the knowledge and tools to do so. We will also empower parents, carers and the wider community with up-to-date information regarding keeping children safe online. We recognise the unique contribution that e-learning makes to the motivation and effectiveness of learners in our school and the role that the school has in preparing pupils for their future by improving their knowledge and understanding of how technology is an aid to learning.

## EYFS

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world; such as role play. Children gain confidence, control and language skills through opportunities to explore using non-computer-based resources. Recording devices can support children to develop their communication skills.

## Impact

Computing plays a huge part in ensuring the curriculum we deliver to our children is engaging and current. We ensure that the teaching and learning of computing enables all of our pupils to continue to learn and grow in this digital world we live in and provides them with the skills and knowledge to do this well and safely. We try to link skills taught to real-life situations to ensure that our pupils can see the importance and necessity of computing in our ever-growing, technological world. This is important in a society where technologies and trends are rapidly evolving.

The successful teaching and use of computing are evident in the enthusiasm our children have for the use of technology to aid and enhance their learning and also in the work produced with the use of computers and ensuring we do this by giving our children the opportunities to apply their computational skills.

How do we check the impact?

Work completed on Purple Mash is saved for teachers and senior leaders to check.

Regular monitoring by our subject lead takes place every term, in all classes, which gives the children the opportunity to talk about e-safety and to check their understanding of their current and previous computing topics.

## Social, Moral, Spiritual and Cultural

Computing and ICT contributes to our children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying.
- Acknowledging advances in technology and appreciation for human achievement.

## Statutory Requirements

Primary education for children aged 5 to 11 aims to combine excellence in teaching with enjoyment in learning, through provision of an inclusive, balanced and broadly based curriculum that promotes spiritual, moral, cultural, mental and physical development, and prepares children for the opportunities and responsibilities of secondary education and later life.

## Expectations

Computing can be integrated into other areas of the curriculum where it is suitable – i.e. science, DT and ICT followed throughout the school. Skills are sometimes taught separately to ensure progression within the computing curriculum.

The methods of working with computing are through individual and paired work, collaborating within a group and class teaching where appropriate. Groups are of mixed ability and discussions are encouraged.

## Governing Body

Reports are made to the governing body on the progress of Computing provision within the school.

## Role of Subject Lead

The co-ordinator has the responsibility to take a lead in developing Computing further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

## E-Safety

It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues (see acceptable use policy and on-line safety policy).

## Inclusion

No pupils are excluded from Computing. We ensure that all pupils take part and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Teaching assistants and support staff, work as directed by the teacher.

## Equal Opportunities

All children are provided with equal access to the Computing curriculum and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **Parental Involvement**

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

## **Review Framework**

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).