



Streetsbrook Infant & Early Years Academy



Policy for Computing

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

Aims

At Streetsbrook we recognise that a high quality computing education should equip children with the skills to thrive in a rapidly and constantly changing technological age. We aim to provide children with the knowledge and skills to use technology effectively, be IT literate and digitally safe. Our computing curriculum aims to support children's understanding of technology, including basic computer skills, and to foster creativity and problem-solving using digital tools. This includes learning to use technology purposefully, understanding basic algorithms, and developing digital literacy skills for safe and respectful online interactions.

At Streetsbrook, children gain a wide experience of information technology, across all areas of the curriculum, and have plentiful opportunities to learn and develop their knowledge, understanding and skills. We believe that all teachers have a responsibility to develop children's ability to keep themselves safe online. This is an integral part of every computing lesson but is also taught explicitly as part of Safer Internet Days and PSHE sessions. During all Computing lessons, children complete an E-Safety starter, this is taken from and closely linked to the Education for a Connected World Framework 2020. The framework aims to 'develop a rich, effective and developmental curriculum, which will support young people to be safe, healthy and thriving online'.

Our curriculum leader for Computing is Miss Neeve Cartwright

Cultural Capital

Proficiency in computing and using technology responsibly is vital for children's success. Through our curriculum we maximise opportunities for children to learn about the use of technology in society and the world around them and offer enrichment opportunities that are accessible to all. We foster curiosity and encourage children to engage in the world around them, including making the most of the diversity and experiences within our school community.

Embedding Ambition

We believe that all children are able to develop their computing and IT knowledge and skills regardless of their background, needs and abilities, and we are determined to make this happen. We monitor and evaluate our provision regularly and make sure all children are making sufficient progress, including those who need the most support.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. This includes all resources required to effectively deliver the Teach Computing scheme of work and an age-appropriate online safety curriculum designed to engage, inspire and promote equality, diversity and inclusion.

Curriculum

The computing curriculum at Streetsbrook prepares children with the essential knowledge and skills they need for their future. Our curriculum provides ample opportunities for children to become digitally literate and knowledgeable about how to stay safe online. The computing curriculum is supported by the Teach Computing scheme of work, designed and created by the National Centre of Computing Education.

The Teach Computing curriculum has been written to support all children. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all children can succeed and thrive. Exploratory tasks foster a deeper understanding of a concept, encouraging children to apply their learning in different contexts and to make connections with other learning experiences.

How is the curriculum taught?

EYFS

In EYFS our curriculum is built around the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Computing is an integral part of daily provision in EYFS; it supports many other areas of learning, strengthens problem-solving abilities and develops resilience. By integrating computing into the seven areas of learning, children begin to build their digital literacy and their understanding of e-safety, ensuring children enter Year 1 with strong foundations and a range of digital experiences.

Children in EYFS are exposed to the use of technology daily. Interactive smartboards support a variety of learning experiences. During their Reception year children become familiar with using iPads daily, including using the SeeSaw app to record their own independent learning. All children in EYFS are introduced to 'Izzy iPad', our school mascot for online safety. Staff support understanding using scenarios to promote discussion about the use of technology and how to stay safe when using technology.

Key Stage 1

All children in KS1 are taught computing in line with the requirements of the English national curriculum. Computing is taught weekly, wherever possible. Our computing curriculum is underpinned by the Teach Computing scheme of work and comprises lessons and activities relating to the following areas:

- Computing systems and networks
- Creating media
- Programming
- Data and information

Teach Computing is fully aligned with the statutory requirements of the English National Curriculum KS1 Computing programme of study, ensuring all children are taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At Streetsbrook children also encounter computing opportunities across a range of curriculum areas and use the SeeSaw app to evidence their own independent learning.

Vocabulary Development

A child's vocabulary knowledge can have a big impact upon their development and later educational success. To support this, we have identified a progression of key computing vocabulary. Children are introduced to new vocabulary in each unit of learning and are supported to embed their understanding of key vocabulary over time. We aim to help children with this by:

- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Creating displays of key words linked to specific topics and subjects
- The use of high quality resources to support learning

Planning

At Streetsbrook, our curriculum is based on 'Teach Computing'. Teach Computing resources we have created a Curriculum Overview for each year group and a Curriculum Progression document, mapping the progression of computing at Streetsbrook. Staff access, and where required adapt, Teach Computing plans for each computing session, thus identifying clear learning expectations, strong links to prior learning and clear progression across learning strands and from year to year. All Teach Computing content is fully aligned to the DfE's statutory EYFS framework and statutory English National Curriculum, Programmes of Study for Computing.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. We provide supporting resources for computing and online safety, via our website.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the Computing curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure they are able to access the curriculum in a way that is appropriate to them.

We utilise Teach Computing resources, planning and guidance for SEND children.

Staff are highly skilled in adapting the curriculum, the learning environment, their practice and the resources used in order to meet the needs of all children. Examples of inclusion strategies in computing include, but are not limited to, time allowances, enlarging images and texts and grouping/pairings of children. Additional adults and support staff are deployed effectively and support the class teachers in ensuring children are able to make progress in each curriculum area. Pre-teaching of key vocabulary is used to support children with English as an additional language.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all

potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live online lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)
- In-school summative assessment – to understand each child's performance at the end of a period of teaching
- Statutory summative assessment – to understand each child's performance in relation to national expectations

Marking and Feedback

Whenever possible staff provide children with 'live feedback' to allow for interaction and dialogue. Age-appropriate written feedback may also be provided. Please see our Assessment and Marking policy for full details.

Pupil Voice

The views of children on our computing provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the English National Curriculum. Governors monitor statutory assessment arrangements and receive regular updates on progress and attainment in computing.

Monitoring and review

Our Computing curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Work scrutinies
- Displays scrutinies
- Pupil progress reviews
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Summer term 2028.



Neeve Cartwright
Subject Leader for Computing