



## Teaching and Learning

# Computing

### 1. Key Principles

- We dedicate one lesson a week to teaching computing skills, additional sessions are timetabled each week for each class to enable the use of computing to support teaching in other subjects.
- We develop children's computing knowledge through a broad and balanced curriculum with a clear progression of skills.
- E-Safety is a regular feature of the curriculum and is re-visited each half term. There is also an E-safety week each year and a section of the school website contains information for parents and carers.

### 2. How our approach is informed by Pupils/Parents & Carers/ Staff & Governors

Consultation with the various parties told us :

- Pupils spoke about a love of computing but a lack of up to date hardware made it difficult to access the software successfully.
- Parents had no understanding of how computing is taught or what the program of studies contained. Some were aware of failing equipment due to feedback from their children.
- The introduction of the new progression of skills and staff training has helped staff feel more comfortable in approaching computing but more work needs to be done here.
- The purchase of new hardware for pupils and teachers (60 laptops, 60 iPad plus a further 20 laptops for staff) has improved the access to computing throughout the school.

### 3. Coverage statement

Computing topics are based upon the National Curriculum programmes of study for key stage 1 and 2. The programmes of study have been used to inform the progression of skills document for The Palmer Academy. Using these teachers plan a sequence of lessons throughout the year that link with other areas of the curriculum as well as meeting the learning objectives of the computing curriculum.

Computing resources are kept in storage trolleys on each floor of the building and in the ILZ. Further resources – B-Bots etc. – are in the PPA room.

#### **4. Planning**

Teachers plan engaging lessons that support children in reaching age related expectations. Teachers are aware of what is to be covered on a termly, yearly and key stage basis. This is shared with parents on the curriculum coverage map.

In line with the schools overall approach to teaching and learning computing lessons are informed by:

- The need to create early experiences that assess children's prior knowledge, misunderstandings and skills.
- Learning experiences that motivate and enthuse children, embed curiosity and make further learning irresistible.
- The need to see the links between school learning and real life situations.
- The need for children to reflect on their learning and maintain an up to date knowledge of a rapidly changing subject.
- The feedback provided by teachers and peers in promoting positive learning behaviours. In computing the feedback relates specifically to the computing skills and not, for example, the geographical, scientific or writing skills.
- The role of computing in promoting Rights Respecting behaviours, such as working in groups, respecting others ideas and gaining a wider understanding of the wider world.
- The specific needs of individuals and groups of pupils including those with SEN, EAL or disadvantaged as highlighted in IEPs, Behavioural Plans, EHCCPs and other records of professional, parental and pupil consultations. In computing the focus for assessing children should always follow the computing assessment criteria rather than their maths or English skills.

#### **5. Teaching and the learning experience.**

Computing lessons offer great learning experiences every day by ensuring that:

- Learning walls and other displays celebrate achievement and make links between computing and other areas of the curriculum.
- Dialogue promotes the sharing of ideas between staff, pupils and peers.
- There is a balance between teacher direction, independent tasks, group collaboration, and practice and reflection time to ensure that new concepts are thoroughly understood.
- Key questioning ensures that children feel confident to talk about the ideas and that misconceptions are addressed appropriately.
- Differentiated support informs routines, tasks and resource provision to enable all children to make good progress.
- Children are prompted to record their learning and reflect upon their own prior learning and that of others to share ideas and challenge differences of opinion.

## 6. **Marking, feedback, assessment and reporting**

- Children receive feedback in line with the schools marking and feedback policy.
- Work produced in computing will be saved in the pupil section of the network, filled in folders in the class directory which each pupil's piece of work named.
- During each topic, work that is printed is to be included in the children's topic book and marked in accordance with the schools policy.
- Teachers maintain a routine awareness of whether children are likely to be assessed as working towards, aspiring towards or meeting age related expectations and whether progress is good or not.
- This information is recorded and is discussed during parent consultations at fixed times in the academic year. These records also contribute to conversations with school leaders as part of the quality assurance monitoring of the school.
- Parents receive a report at the end of the academic year celebrating their child's success in learning computing alongside an indication of progress and attainment against age related expectations.

## 7. **Celebrating success, sharing strengths and communicating key information**

- All information on computing is stored on the schools shared drive.
- Each year group published their computing topics on the school website alongside links to any online resources. See year group, curriculum and learning wall pages at [www.palmeracademy.com](http://www.palmeracademy.com)
- Day to day updates of exciting news and events are posted to twitter @R2PalmerAcademy
- Whole school trends in strengths and areas for development in the teaching and learning of computing at the Palmer Academy inform the schools self-evaluation and strategic development plan.
- Teaching teams, phase leaders, subject leaders, and SLT analyse pupil performance in computing on a termly basis, paying close attention to and making good use of developments in :
  - The proportion of children demonstrating knowledge, skills and understanding at age-related expectations
  - The proportion of children making good progress
  - Comparisons between key groups: boys, girls, pupil premium, SEN, EAL and other children

## 8. **Subject Leadership Team**

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**Last updated:** September 2015