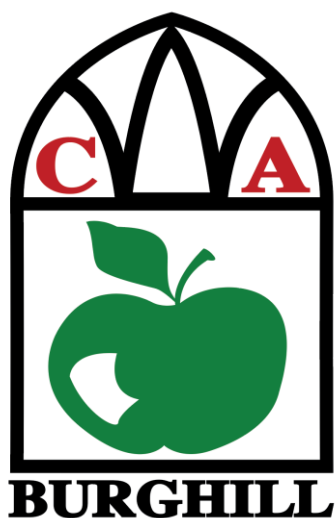


Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness



Burghill Community Academy Computing Policy



Reviewed: Autumn 2024
Mrs L Price

Intent

At Burghill Community Academy we utilize the Kapow Primary Computing scheme of work to deliver a curriculum that aligns with our school's ethos, vision, and values.

Our Computing curriculum is designed to instil a sense of enjoyment when using technology and develop appreciation of its capabilities and the opportunities technology offers to create, manage, organise and collaborate. Through our curriculum, we foster an environment where children are not only digitally competent but have a range of transferable skills for future study, careers and develop responsible online citizens.

We also ensure our Computing curriculum supports Burghill Community Academy's vision of the 6 Rs:

- **Reflectiveness:** Encouraging pupils to reflect on their learning and tinkering with software and programs and become critical thinkers about how to make informed and appropriate digital choices
- **Relationships:** Promoting effective teamwork and how to use technology both individually and as part of a collaborative team fostering positive relationships with peers, teachers, and the local community.
- **Resilience:** Developing resilience through challenging enquiries, unplugged and digital activities takes children out of their comfort zones.
- **Resourcefulness:** Utilising a range of tools, resources, and technology to showcase their ideas and creativity by using different types of software and hardware for a purpose
- **Respect:** Ensuring all children are aware of online safety issues and protocols and be able to deal with any problems in a respectful, responsible and appropriate manner
- **Risk-Taking:** Encouraging pupils to take intellectual risks by asking challenging questions, exploring new ideas, and presenting their findings confidently.

Implementation

At Burghill Community Academy, the Kapow scheme of work is designed around three strands which run throughout

- Computer Science
- Information Technology
- Digital literacy

Our curriculum is timetabled to provide regular Computing lessons that are structured around Kapow's cyclical route of:

- Computer systems and networks
- Programming
- Creating media
- Data handling
- Online safety

This enables children to develop a strong computing knowledge and skills by revisiting and building on previous learning. Weekly lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities. The variety in teaching strategies ensure lessons are engaging and purposeful.

Differentiated guidance is available for every lesson to ensure that lessons are accessible for all pupils and provide opportunities to stretch pupils' learning. Teachers are supported with high-quality resources and continuous professional development, including subject knowledge videos and lesson guides provided by Kapow Primary.

In EYFS, Technology has been removed from the 'Understanding the World' area of learning, however we believe that by integrating computing into EYFS, pupils begin to build their digital literacy and their understanding of online safety. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. Kapow Computing in EYFS is centred around play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

To raise the profile of Computing within the school, we integrate Computing across our curriculum. Pupils have access to iPads to support all areas of their learning and regularly use them for different purposes. We also offer enrichment opportunities such as Coding club to develop interest in programming. We also celebrate pupils' achievements in Computing during our end-of-year awards assembly, aligned with our 6 Rs.

Impact

The impact of our Computing curriculum is measured through both formative and summative assessments. Each lesson includes guidance for assessing pupils against specific learning objectives, ensuring ongoing feedback and the opportunity to identify gaps in understanding. Teachers identify and quickly address misconceptions, enable the forging of connections between concepts, and recognise opportunities for challenge and in-depth reasoning. Summative assessments such as unit quizzes are used to evaluate pupils' knowledge at the start and end of each unit.

By the end of Key Stage 1, we expect pupils should be able 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.

By the end of Key Stage 2, we expect pupils should be able to

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

This policy reflects our commitment to delivering a high-quality Computing education that supports our pupils' development as reflective, resourceful, and resilient learners, in line with the vision and ethos of Burghill Community Academy.