At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Let's help every child thrive

HEALTH & WELLBEING AUDIT

MODESHIFT STARS

ARTS COUNCIL ENGLAND

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The Daily Mile fit for life

SCHOOL GAMES GOLD 2018/19

COMPUTING POLICY

1.Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.
It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education's Governance Handbook.
In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

2. Roles and responsibilities

2.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3. Organisation and planning

3.1 Our Intent: Why our curriculum looks like this:

Our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world regardless of their starting points in life and home environment. At Grange View we give our pupils life- skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish and achieve their God given potential. 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, raising aspirations.
Our intention is that computing also supports children's creativity and deep links with other subjects to engage children and enrich their experiences in school. Not only do we want them to be digitally literate and competent end-users of technology, equipped to tackle their next stage of education.

3.2 Planning and skills progression:

Our curriculum planning follows a two year rolling cycle to accommodate mixed year classes, The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children.
The computing focus for each term has been mapped out to ensure that all areas of the ICT curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills.

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils. This allows for effective progression to take place throughout the school, with learning well matched to the pupils age and attainment. The skills are broken down into the three main areas starting from Reception – Year 4

3.3 Pedagogical Choices:

- A mixture of unplugged tasks alongside the use of different devices and programs provides a wealth of experiences
- Discrete skills lessons are taught weekly alongside opportunities to apply their skills across the curriculum
- Aspects such as logarithms are taught in pairs or threes to encourage collaboration and development of debugging skills.

- Digital literacy is taught both discretely within termly RSHE lessons and signposted within active computing sessions.

3.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine. With computing there are two opportunities throughout the year to promote the subject.

STEM WEEK (March)

Computing is part of Science, Technology, Engineering and Maths so has its spotlight amongst STEM week when we have visitors in and encourage the use of these subjects in future careers.

SAFER INTERNET DAY (February)

We celebrate SID annually throughout the school to promote digital literacy. Listening to stories and doing a range of activities following the annual themes linked to staying safe online.

3.5 Assessment:

Computing is a very practical taught subject with lots of physical applications, through each unit of learning a series of assessment for learning techniques will be used such as no stakes quizzes, show me boards and exit tickets to determine what the children have retained and understood. Formative assessment throughout the lesson will inform the future learning for the children, with adaptations being made where necessary to meet the needs of all. At the end of a unit a pop task will be used to encourage the children to showcase and apply their learning of the computing concept in relation to the intended outcomes.

3.6 Resources:

Computer Science:

This starts with the use of Beebots and Roamer in EYFS then builds in KS1 to simple scratch programming and the use of turtle in JIT alongside probots. In KS2 they develop more confidence in scratch alongside crumbles and the Hour of Code.

Information Technology:

As part of school 360 there is a wealth of programs in j2e and JIT that allow for presentations. This is supported through a range of iPad presentation apps including adobe spark video, clips and Padlet as well as Garage Band etc.

Digital Literacy:

We follow the SWGfL Digital Literacy resources and supplement with recommended videos such as the Smart Crew and relevant e safety stories.

3.7 Early Years starting Points:

Technology is an area of the curriculum that the children enter with a baseline at the expected level. Throughout their time in the early years they are provided with a range of experiences using smart TVs to enhance their motor skills and core learning development as well as iPad apps tailored to specific areas. Discrete computing lessons are taught

using programmable toys to debug and build algorithm skills and unplugged tasks using barefoot resources. Additionally, in preparation for KS1, they practise simple processing techniques, familiarising themselves with the online learning platform and building mouse control.

See our EYFS policy for information on how our early years curriculum is delivered.

3.8 Personal Development

Computing is an area we often get opportunities to share with parents, either through social media posts and advice, or through family worship and parent workshops. Parents know where to go on our website for advice and are confident knowing who to speak to in school if they had a problem. The curriculum has been planned with a breadth that raises aspirations and provides STEM opportunities. Through partner work, debugging and problem solving throughout the curriculum, the children build their tolerance and respect for others' contributions. Whenever possible, examples of STEM ambassadors are shared with the pupils to build awareness of British values, equality and diversity. Further opportunities to debate and discussion are often presented through picture news discussions. High quality texts are shared with the children to support their awareness of digital literacy, with morals and important messages discussed throughout the year.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1 SEND provision:

- A range of devices are available for pupils, with SEND having priority options when choosing a preferred device
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.

- Practical unplugged tasks are used throughout the curriculum to support and engage the slower graspers.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Evidence in floor books
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by Computing Lead and Committee 2. At every review, the policy will be shared with the full governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEN policy and information report
- Equality information and objectives

7. What is it like to be a pupil at Grange View studying Computing on a daily basis?

Computing is a useful skill we can use in later life, we learn lots of different techniques that can be applied in real life contexts to become digitally aware. A range of devices, apps and other technology is used to support our learning and showcase our understanding in other aspects of the curriculum.