COMPUTING POLICY 2026-2027

Computing Subject Leader: Miss J Scarfe

"The computer was born to solve problems that did not exist before."
- Bill Gates.

Curriculum Intent Statement

At Owston Park Primary Academy, we provide a bespoke, knowledge-rich curriculum with the purpose of increasing the quantity and quality of what our children know, enabling them to develop a wealth of knowledge and cultural capital to draw upon and build upon throughout their lives. We believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable. Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on retrieval practice, retrieval opportunities and regular review of prior learning, which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural. Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful. The national curriculum 'provides children with an introduction to essential knowledge that they need to be educated citizens.' It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which 'the best that has been thought and said and done' impacts upon their own life, today, living in North Doncaster. We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the 'horizontal' and 'vertical' links are. Vertical links are those links WITHIN a subject year to year (the concept of 'empire' for example, or 'warfare' or 'colonisation'). Horizontal links are those links ACROSS subjects within a year group (such as linking the study of Romans with a study of Christianity, the concept of settlements, the design of villages, the concept of leadership, Roman artwork etc.). The impact of our curriculum will be seen not only in measurable attainment and progress, but in that Owston Park Primary Academy's students are confident, enthusiastic and curious young people, who are equipped with the knowledge and skills they need to live a purposeful and fulfilling life.

CURRICULUM THEMES

COMMUNICATION

Language is at the heart of learning. Through explicit vocabulary instruction, structured discussion and purposeful talk, pupils develop the language needed to access the curriculum and communicate their understanding. Staff draw upon their Elklan training to support the development of speech, language and communication across all subjects.



BELONGING & INCLUSION

Our curriculum is designed around the principle of Belonging by Design. Through adaptive teaching, visual supports including Widgit symbols, and carefully considered classroom practice, barriers to learning are reduced and all pupils are supported to access the same ambitious curriculum.



DEPTH OF KNOWLEDGE

Children develop a deep and connected understanding of the curriculum through discussion, explanation, reasoning and application. Depth is achieved through the quality of thinking, not the quantity of work, enabling pupils to make meaningful connections and articulate their understanding with confidence.



COMMUNITY & IDENTITY

Children develop an understanding of themselves, their local community and the diverse world around them, fostering respect, empathy and responsible citizenship.



OPPORTUNITY & ENRICHMENT

Educational visits, visitors and memorable experiences broaden horizons, deepen understanding and connect learning to the wider world.



ASPIRATION

Children are encouraged to aim high, embrace challenge and recognise the possibilities available to them both now and in the future.



Computing Intent, Implementation and Impact

Intent	Implementation	Impact
• To equip young people with the declarative and procedural knowledge and understanding they need to thrive in the digital world of today and the future.	• To provide our pupils with lessons that solely focus on the key declarative and procedural knowledge of the computing curriculum, including relevant vocabulary e.g. a lesson on debugging, using different fonts in word. • As our pupils' progress to upper key stage 2, use the skills and knowledge gained to complete a project based on, either, their current topic or an experience such as Y6 prom. This is to ensure that the children get the chance to use the skills gained in a real life and relevant context. • To ensure our pupils get exposure to what computing looks like in the real world and how it is used in the workforce in Britain today. • To ensure they are prepared for secondary school and life beyond school e.g. employment through experiences like careers week. • Key skills taught early on in their school career e.g. logging on, mouse control. • To provide pupils with the opportunity to develop their computational thinking skills.	• Children will have the relevant declarative and procedural knowledge for secondary school and life beyond school. • Children can use computing skills in a range of contexts. • Children can use and understand computing vocabulary. • Children will be able to think computationally and problem solve.
• To develop coherent knowledge and understanding of computer science and information technology to ensure our pupils are digitally literate.	• To ensure coverage of both key concepts each year group spends a term on each one with aspects of digital literacy built into information technology, as well as an additional topic building on either computer science or information technology. E-safety is taught through Common Sense Education. • Our bespoke 2-year curriculum design has been carefully developed to ensure complete understanding. The first year of the key stage focusses more on teaching and gaining the declarative and procedural knowledge and then a year consolidating and practising what has been taught. • A 2-year cycle ensure complete understanding before moving onto the next skill e.g. teach algorithms in KS1 to ensure they can decompose them in Y4. • Use of the scheme Espresso Coding and project-based learning in the spring term.	• Children will enjoy learning about computing and be excited about the subject content. • Children will reach age related expectations in computing. • Children will retain relevant declarative and procedural knowledge. • Children can use and understand computing vocabulary. • Children will be able to think computationally and problem solve.

	• Vocabulary is explicitly taught in each lesson and built on throughout school. • A clearly structured wider curriculum lesson plan. • Use of unplugged lessons to teach key concepts and knowledge for coding and programming. • To provide pupils with the opportunity to develop their computational thinking skills.	
• To prepare children to be safe and secure online and know what to do if they are ensure of something online.	• The programme we use at Owston Park is Common Sense Education; which has been carefully checked against the Teaching Online Safety in Schools document to ensure coverage. • Lessons are taught from Year 1 to Year 6. • Common Sense Education provides our pupils with an incremental programme of E-safety lessons, covering a range of situations which the children may encounter online. • The lessons are age appropriate. • The programme is fun and interactive, and the children get to use their knowledge to complete child friendly tasks. • Further importance put on E-safety through days such as Safer Internet Day.	• Children have the knowledge to stay safe online in a range of contexts. • Understand where to go if they are unsure about something online. • Know what behaviour is appropriate and inappropriate online. • Children know how to keep their information secure online.
• Develop Core skills	• The information technology aspect of the computing curriculum provides opportunities for children to develop core skills – children are encouraged to use maths skills in creating and interpreting graphs, charts, diagrams and spreadsheets. In English the children are given opportunities to develop their writing by developing and using their skills in a range of software such as Microsoft Word, Publisher and Power Point. • Reading is developed through using computing in a cross-curricular manner e.g. researching a topic in History or Geography. • Computing can also provide additional opportunities for development of core skills through its use in project-based work.	• Children's unplugged computing work reflects the same high expectations of core subject work. • Children are proud of their work – this is reflected in their presentation and the quality of the written work in unplugged lessons. • Further development to core skills.
• To enable all children to receive the same quality of computing education, ensuring that children are supported where support is necessary,	In computing, this looks like: • A clearly designed computing curriculum to match the cultural capital of the local school community. • All pupils getting regular access to a range of devices in a range of contexts.	• A large proportion of children reach age related expectations in computing. • SEN children and children working towards year group

and that all children are challenged and stretched within their learning.	• All pupils being taught, exposed and expected to use the correct computing vocabulary. • Common tasks which are open-ended and can have a variety of responses. • Setting tasks of increasing difficulty. Not all children complete all tasks, and additional resources are available to scaffold children's learning e.g. instructional videos, discussions etc. • Using classroom assistants to support children individually or in groups. • Children may be taught in small groups for intervention, and vocabulary or key-information from knowledge organisers may be pre-taught to specific children for a keep up, not catch-up approach. • Collaborative, group and paired work, which necessitates discussion and practicing of key skills is used, regularly, wherever possible. • A computing ambassadors' program, where children who show a particular aptitude for computing (not necessarily the AD children or boys) are given the chance to stretch their skills further. • A 2-year cycle to ensure lots of opportunities for depth. • Adaptive teaching strategies, scaffolds and targeted support to ensure all pupils can access learning whilst maintaining ambitious expectations for all.	expectations feel supported and enjoy computing lessons. • Assessment monitoring ensures children are targeted for intervention when not on track. • Enrichment opportunities are subsidised for pupil premium and disadvantaged children. • Children have access to a range of different devices and software.

THE FOUNDATION STAGE

Even though there isn't an explicit computing statement within the new Development Matters; computing and technology is still an important part of the EYFS Curriculum at Owston Park. Children learn about everyday technology and computing through exploration and play. The children explore everyday technology, in their play, to develop their understanding of how something works and its purpose in the world today.

TIME ALLOCATION

To ensure our curriculum is broad and balanced, we teach every subject each term. We understand that time constraints may mean that lessons do not achieve an equal time allocation on a weekly basis, but on a termly basis Computing should be taught as often as other wider curriculum subjects, and from September 2022 this will be on a fortnightly basis for a 2-hour lesson. This means on average Computing is being taught an hour a week over the course of the year. Computing can also be taught through 'unplugged' activities, where a device isn't needed but key computing skills and knowledge can still be developed. E-safety is taught through Common Sense Education. Learning within computing is also reinforced through key dates during the year such as Safer Internet Day as well as our aspirations and careers week. During this time our pupils can focus on careers within computing and research and foster a love of the subject and give them aspirations for the future.

PLANNING AND ASSESSMENT

The planning process at Owston Park Primary begins with the national curriculum and our curriculum drivers, to ensure that the topics we teach include the powerful knowledge – the best that has been thought, said and done – and are enhanced by our locality and our own unique heritage. From these, subject leaders alongside class teachers have worked together to develop knowledge organisers, which ensure that the key, powerful knowledge is being taught rather than just 'doing' a subject. The knowledge organisers are then considered alongside the skills progressions and conceptual knowledge maps to create a series of coherently sequenced lessons to map out the learning journey for each topic. For Computing, the subject leader has created enquiry questions to focus the learning and ensure that the children are developing a good understanding of the past skills rather than just rote learning facts. Formative assessment is an integral and continuous part of the teaching and learning process at Owston Park Primary and much of it is done informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities. Planning may be annotated and those who need more support can be identified on plans through use of A.F.L. Findings from these types of assessment are used to inform future planning. Subject assessment sheets are completed in line with the school's assessment procedures and provide an overview of pupils' attainment and progress within Computing. These are reviewed by the subject leader to identify strengths, gaps in knowledge, trends across year groups and groups of pupils, and to inform curriculum development, staff support and future action planning. Teacher assessment in

Computing gives an accurate overall understanding of children's learning and coloured learning objectives relating to the outcome of each individual lesson give a snapshot of understanding on a lesson-by-lesson basis. Teachers analyse trends and any common recurrences will inform future planning. Teachers report attainment in Computing to the subject leader who monitors trends.

MARKING & FEEDBACK

Marking and feedback in Computing are carried out in accordance with the school's Marking and Feedback Policy. Feedback is used to celebrate success, identify misconceptions and support pupils in making further progress in their learning. Teachers provide feedback through a combination of verbal, written, individual, group and whole-class approaches, selecting the most effective method for the learning context.

Effective feedback is focused on the learning objective and success criteria, helping pupils understand what they have achieved and what they need to do next. Opportunities are provided for pupils to reflect on, respond to and act upon feedback so that improvements can be made and learning can be deepened.

Teachers use feedback to inform future planning and responsive teaching, ensuring that misconceptions are addressed and appropriate support or challenge is provided. Consistent marking approaches, symbols and codes are used across the school in line with the Marking and Feedback Policy.

INCLUSION

Our curriculum is planned so that all pupils can take part, enjoy learning and achieve their best, whatever their starting points or needs. We use adaptive teaching to support children with different abilities, interests and needs, making sure that everyone feels included and able to succeed. We celebrate diversity and encourage pupils to respect and learn from each other's differences. By removing barriers and providing the right support, we ensure every child has the opportunity to thrive and develop a love of learning.

DIVERSITY

At Owston Park, we ensure that our computing curriculum reflects the diversity of our pupils and the wider world. Computing is a global discipline that has been shaped by people from a wide range of cultures, backgrounds and experiences, and it is vital that children recognise the inclusive and collaborative nature of the digital world.

We promote diversity in computing by:

- Showcasing contributions from diverse computer scientists, innovators and pioneers from across the world.
- Using contexts, projects and examples that reflect the varied experiences and interests of all pupils.
- Challenging stereotypes around gender, race and ability in relation to computing and technology.
- Encouraging all pupils to see themselves as creators, problem-solvers and potential future innovators in the digital field.
- Highlighting how technology can be used to connect communities, promote equality and solve global challenges.

By embedding diversity into computing, we aim to raise aspirations, break down barriers, and ensure that every child feels empowered to engage with technology. This supports our school's wider vision of preparing children to be confident, responsible and inclusive digital citizens.

MONITORING AND SUBJECT LEADERSHIP RESPONSIBILITIES

The subject leader's role is to empower colleagues to teach wider curriculum lessons to a high standard and support wider curriculum subject leaders in the following ways. Their role includes leading, managing, monitoring, motivating, training and guiding colleagues.

- Knowing the curriculum requirements of their subject throughout school and using their knowledge of their subject to create road maps of the learning journey and assist teachers in developing knowledge organisers, ensuring that the content maintains fidelity with the National Curriculum.
- Subject leaders monitor medium term plans and work alongside class teachers to ensure that pupils receive full coverage of the National Curriculum.
- Showcasing and raising the profile of their subject throughout school, e.g. through thematic days, displays etc.
- Monitoring their subject through book scrutinises, lesson observations, assessment analysis and pupil interviews to ensure comprehensive monitoring of wider curriculum subjects and to inform them of the quality of the wider curriculum provision across the school.

- Keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Identifying and acting on subject specific development needs of staff members with support from SLT - books are scrutinised by SLT throughout the term with a compliance check completed half termly and feedback is provided.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard, managing the subject budget effectively.

WIDER CURRICULUM NON-NEGOTIABLES

- Immersive experiences to be exciting, awe-inspiring events to engage and excite children. The classroom environment should reflect the topic. Key vocabulary should be displayed within the classroom, as should resources which support key knowledge e.g. timelines, diagrams.
- Learning objectives and titles to be present in children's books/folders. The title should contain a context. The learning challenge should be highlighted in the corresponding colour according to the metacognitive level achieved.
- Vocabulary should be explicitly taught within the lesson.
- Presentation expectations in wider curriculum lessons to mirror expectations in core subjects.