



**Egerton CP School**

## **COMPUTING POLICY**

|                            |                                   |
|----------------------------|-----------------------------------|
| Chair of Governors         | Steven Skolosdra                  |
| Head Teacher               | Sam Mitchell                      |
| Policy written by          | Craig Pilling – Curriculum Leader |
| Date approved by governors | 16 <sup>th</sup> November 2023    |
| Date of next review        |                                   |
| Committee Responsible      | Curriculum                        |

## Intent

At Egerton, we are ambitious for all children to **Learn** personal, social and academic skills and knowledge, **Achieve** their potential in all aspects of their lives and **Aspire** to bright futures both in careers and relationships in the modern world we live in.

When children secure a place at our school, we firmly believe that they belong at Egerton, and in belonging here, every child is given the opportunity to succeed.

The teaching of an ambitious curriculum is at the heart of all we do in order to foster a deep love of learning. Our curriculum is an enhancement of the National Curriculum and through its delivery we ensure that key knowledge, skills, values and cultural capital are embedded into the opportunities that we provide for our children. The school sustains the delivery of a broad and rich curriculum ensuring that children make progress in that they know more, remember more and are able to do more.

Our broad and rich computing curriculum is progressive and builds on prior knowledge and skills. We ensure that all learning builds towards an end point. Teachers ensure that pupils are well-prepared for their next stage of education at each stage of their learning. Pupils are ready for the move to their next year group at the point they leave their current class.

As well as wanting our best for the children within the classroom, we also want to make sure that our children learn to be positive members of society, who treat others with respect and contribute safely to the community in a responsible manner.

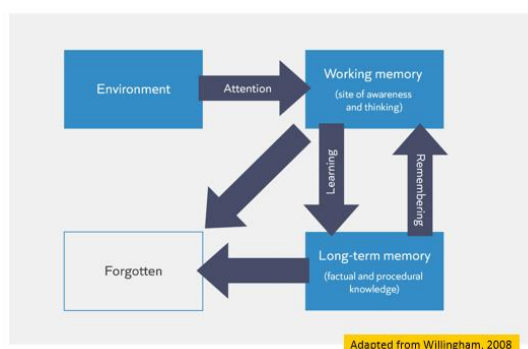
We place high-priority on the children's well-being, and constantly work on developing their spiritual, moral, social and cultural citizenship. We want all of our children to be aware of, and celebrate, the diversity in the society in which they live, and prepare them for life in the wider world. Through embedding British Values within our curriculum, we hope for children to appreciate the importance of equal opportunity and fairness to all.

We pride ourselves on ensuring that all children will be confident, articulate and effective communicators by the time they leave our school. Through our curriculum, we want all our children to develop a strong work ethic, both individually and collaboratively. We challenge our children to think, make links with their learning and the world around them and take their love of learning beyond the classroom.

Our goal for all our children is to ensure they access an aspirational curriculum that ensures they are successful in modern 21<sup>st</sup> Century Britain.

## Implementation

At Egerton, we want all of our staff to be the best that they can be. Our staff are life-long learners, and we strive to instil this passion in our children by ensuring that teachers have excellent curriculum subject knowledge that they present clearly in the classroom, using the highest standards of communication.



### **Simple Model of Memory**

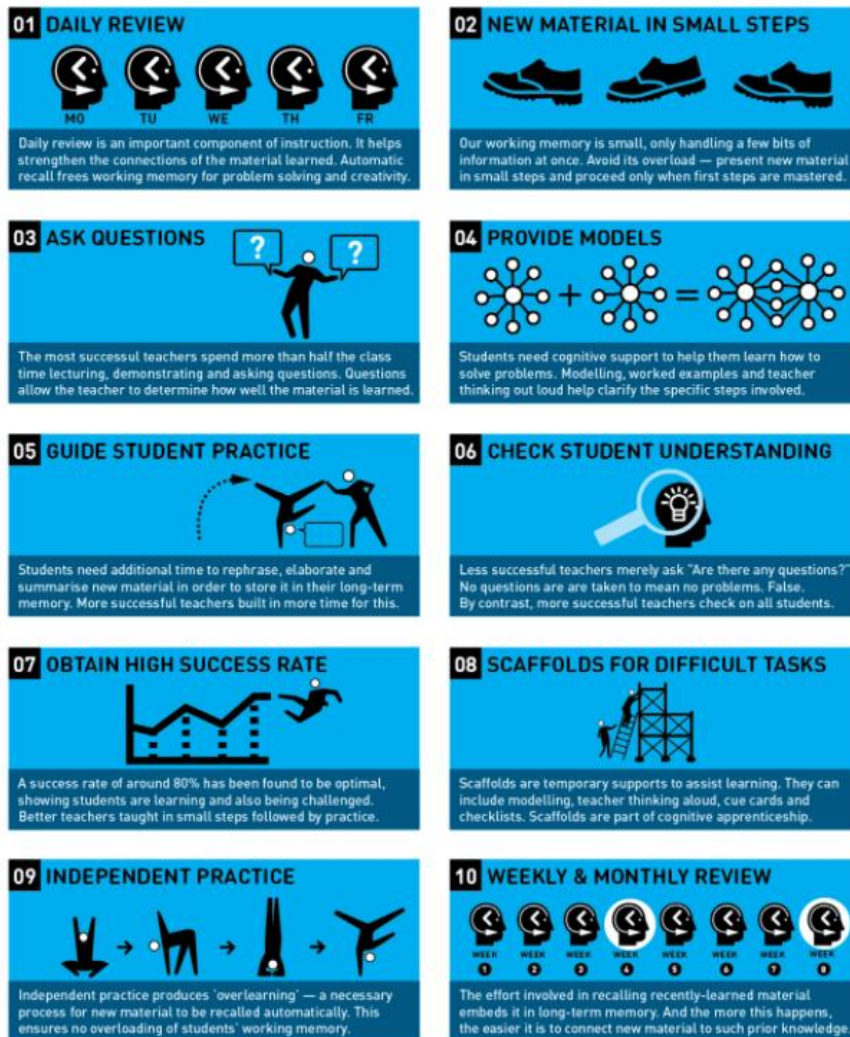
The model demonstrates that we have two areas of memory. Working memory and long term memory. Learning results in a change of capability and understanding which couldn't previously be demonstrated therefore it requires information to be effectively stored in long term memory. The process of learning is the journey of information from our environment to the long term memory.

Knowledge stored in the working memory, may be lost if not secured in the long term memory. To ensure that this is not the case, the well-sequenced teaching of computing builds on prior knowledge and skills with tasks that reinforce prior knowledge. Fluency tasks across the curriculum allow opportunities for children to commit key content to their long term memory.

Our knowledge organisers ensure that teaching is focused on key content, vocabulary and skills.

At Egerton we apply Rosenshine's 10 principals of instruction to our lessons in all year groups across the Computing Curriculum as they have been in research to have the most impact on pupils' outcomes.

They should be well planned for a particular purpose and embedded in the sequential teaching process and should not be used as a tick list process for the design of a lesson.



When working on becoming digital citizens, the children are taught to be responsible users, and know how to react when faced with online content that they are not comfortable with. This is addressed as a whole school through themed days, and though the PSHCE curriculum.

Tasks presented to children ensure that the high expectations and aspirations for our pupils are reflected. Tasks in all computing match the well-sequenced curriculum on offer and provide children with the opportunity to present and discuss content cumulatively.

Assessment of pupil's knowledge is timely and focused. Teachers are skilled at using formative assessment to support pupil's retrieval of curriculum content and check understanding at the point of teaching. Formal assessment points allow for rigor in the discussion of teaching and learning and pupil's cognitive load.

We know the impact trips and visitors can have on supporting and enhancing children's learning experiences, and we look to provide ample opportunities, which support children's curriculum content at the point of learning, every year for this to take place

## **Impact**

Due to the well-sequenced and progressive nature of our curriculum, children regularly revisit concepts and link ideas together. Therefore, they know more, can remember more and do more in all subjects across the curriculum.

Due to teachers delivering subject content sequentially, pupil's knowledge in all subject areas is well-developed.

Across the curriculum, pupils are able to learn and apply skills in order to achieve and aspire to further success in all subject areas.

School evaluation and school development consistently evaluates the curriculum impact and adapts processes.

All pupils move onto the next stage of their education with the knowledge, skills and citizenship to learn further, achieve their goals and aspire to their future success.