

# Buckshaw Primary School



## Computing Policy September 2021

*At Buckshaw we aim to prepare our children for their future  
by raising aspirations and developing resilience within a  
happy, safe and caring environment*

## 1. Curriculum aims

What are we intending to achieve through our curriculum?

To:

- be based on learners' needs.
- reflect our values
- give weight to personal, social and emotional education
- promote skills, independence, resilience, competences and dispositions for lifelong learning
- recognise the importance of knowledge that falls outside subject boundaries
- deal with current issues facing young people

How can the curriculum be organised to achieve this?

By:

- allowing for innovation
- using technology to encourage and enhance learning
- recognising practical and performance-based learning
- reaching out to the world beyond the school

How do we know we are achieving what we want to?

By:

- making assessment formative and integral to learning, valuing the modern curriculum and using a wide range of methods, including COMPUTING, in authentic contexts
- making accountability systems reflect, not drive, the agenda.

## 2. 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 boards 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.

### 3. Roles and responsibilities

#### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

#### 3.2 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 board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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

#### 3.3 Other staff

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

Jeanette Robinson has responsibility for ensuring the curriculum supports Quality Education and outcomes across the whole school including early years education

#### 4. Organisation and planning

All children follow the statutory requirements of the Foundation Key Stage, the National Curriculum for Key Stage 1&2. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this.

As a school we have developed yearly expectations for each subject that also includes a clear

definition of what mastery looks like. This ensures there is a clear skills progression in everything

that we do which builds on prior learning and allows knowledge to be transferred into the long

term memory. We have created a series of vocabulary lists for each year group in each subject,

which will ensure that subject specific words are taught systematically with the aim of closing the

knowledge gap.

The Curriculum is based around reading and vocabulary, as we believe these are the fundamental building blocks to knowledge acquisition and learning. Research has shown that the key to ensuring learning moves into the long-term memory is through establishing children have the relevant knowledge to build upon. Those children who have more knowledge and vocabulary make greater progress, without this background knowledge it is harder for children to transfer their learning into long-term memory. 'The correlation between vocabulary size and life chances are as firm as any in educational research' (OFSTED). Given the context of our school, it is therefore imperative that our curriculum offers a systematic process that allows children to acquire vocabulary and knowledge progressively as they move through school.

We believe our curriculum should also prepare our children for a lifetime of learning 60 years into the future - with careers that don't yet exist and technologies we cannot imagine. Our pupils will need to develop the skills required to learn continuously throughout their lifetime. They must develop a love of learning and a thirst for knowledge. We believe that our children should be resilient, confident and independent learners. The key skills and personal attributes that they require come under six headings:

1. Confident Readers
2. Numeracy

3. Effective Communicator
4. Creativity
5. Social Skills
6. Thinking Skills

- Confident Readers

- Phonics – has to be taught in KS1 everyday – 20 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. Once children in Y2 have completed all phases they will be taught grammar on a daily basis.
- KS2 Grammar lessons to be taught every day.
- Foster a love of reading
- Opportunities to choose their own books using the school library and change them when they have been read.
- Engage in shared/whole class reading every day.
- Take part in Guided Reading every week including comprehension questions.
- Use a working wall and displays to promote and demonstrate a range of literature.

- Numeracy

- Mental Maths and times tables– to be taught and strategies practised every day.
- Open-ended problem solving to be part of the daily lesson to develop investigative, reasoning and logical skills.
- Use a working wall to demonstrate strategies and show the more able the next step in their learning.
- Opportunities to use maths in the real world including the outdoor environment.
- When appropriate, children should have access to equipment and this should be interactive.
- Children should be able to verbalise the methods and strategies that they are using.

- Effective Communicator

- Y1-6 – Extended or cross curricular writing at least weekly.
- EYFS – Extended, assessed and cross curricular writing in the summer term.
- Take part in Guided Writing on a fortnightly basis.
- An opportunity to edit pieces of writing with a partner or as an individual.
- To write for different purposes and audiences in a range of formats.
- To access speaking and listening through role play and drama.

- To communicate in different situations and to understand the process of presentation.
  
- Creativity
  - Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.
  - Provide the correct stimulus to engage the children.
  - Create a culture where everyone's ideas are accepted, respected and developed.
  - Children regularly engage in outdoor learning throughout the curriculum.
  - Open ended, challenging and practical tasks.
  
- Social Skills
  - To respect the opinion and feelings of others.
  - To work as a team and be able to share with and support each other.
  - To understand different social situations and adapt.
  - To help others.
  - To always use their manners.
  - Opportunity for all children to be able to share their work and celebrate their success.
  - RSHE evidenced throughout all areas of the curriculum with discrete lesson taught weekly
  
- Thinking Skills
  - To encourage and develop independent thinking
  - To 'have a go' and not fear failure.
  - To develop questioning and answering skills.
  - To retain and build on previous knowledge.
  - Provide spaced repetition for 'overlearning'.

We ensure that learning activities are planned around the distinctive needs of our children at Buckshaw. Learning is enquiry-based to promote curiosity, outcomes raise standards and basic skills are embedded in children's learning. Learning is meaningful and set in context. Writing is purposeful and positive learning behaviours are taught. Learning is underpinned by latest thinking about quality learning and brain-based learning.

All staff are aware of the procedures for identifying children with SEND. Teachers involve parents and pupils as soon as there is a concern and keep them informed and included.

We provide intervention programmes meet individual needs and provide pupils with opportunities to experience challenge and success. Teachers ensure all children experience a broad, balanced, relevant and differentiated curriculum. Resources are allocated so that all pupils gain optimum benefit.

We strive to ensure that the culture and ethos of the school is one in which, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with mutual respect. Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. Each class votes for two council representatives who attend meetings and report back to their class. Assemblies, displays, and RE lessons are linked, where possible, to the relevant British Values theme. RSHE teaching is supported by the scheme 'One decision' and there is a clear progressive scheme of work from EYFS to KS2 developed by the subject lead linked to other curriculum areas.

## Planning

Knowledge organisers and weekly plans allow our teachers to structure teaching and learning to ensure not only National Curriculum coverage but that content - and particularly quality of vocabulary - will meet the needs of our children. Knowledge organisers identify key knowledge to be acquired and teaching methods will identify learning behaviours we wish our children to develop: courage, curiosity, commitment, resilience, happiness, humility, responsibility, respect, patience, positivity. At this stage thought will be given to the learning opportunities provided and the desired learning outcomes. This will include the use of 'I wonder' questions in teaching and planning to help encourage children to research/investigate. Learning experiences are differentiated to meet the children where they are and lead them on to the next step in their learning journey. Teachers will be flexible to respond to the interests of the children, significant events or commemorations, and the curiosities and questions that the passing of the year brings.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Visits
- Residential Visits
- Themed Curriculum Days /weeks
- Links with high schools

Citizenship is both planned and spontaneous and is included as part of the PSHE and RE curriculum.

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

## 5. 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.

## 6. Monitoring arrangements

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

- Reports from the School Creative, STEM and Wellbeing Teams.
- Samples of children's work scrutiny at Curriculum Committee meetings.
- Data Analysis reports from Assessment Lead.

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

- Regular planning scrutinies.
- Learning walks.
- Pupil interviews
- Book scrutiny.

Teachers meet every term to moderate each other's assessments in Maths and Writing. During moderation, teachers exchange samples of the children's independent work and moderate each other's judgements. This ensures consistency in judgements across the school.



Moderation of writing is also completed between local schools.

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

This policy will be reviewed every 12 months by Nicola Jackson. At every review, the policy will be shared with the Curriculum and Standards committee.

#### 7. Links with other policies

This policy links to the following policies and procedures all agreed by governors:

- EYFS policy
- Assessment policy
- SEN policy
- Pupil Premium Policy
- RSE policy
- Curriculum Subject Policies
- Teaching and Learning Policy
- Racial Equality Policy

Nicola Jackson

Review: September 2022