

Phonics Policy



Adopted: Autumn 2020

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Mistley Norman Church of England Primary School and Nursery
Remercie Road
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Our Christian vision

‘Love one another as I have loved you’ (John 15:12).

This is the Christian foundation for our high expectations for learning, achievement and behaviour for each and every pupil and for the way the school works with families, its parish and whole community.



1. Introduction

1.1 This policy is to be read in conjunction with our mission statement and our policies for assessment, marking and feedback, learning and teaching, special educational needs and disability and...

1.2 This policy has been drafted in consultation with staff, governors and parents.

2. Our intent for Computing

2.1 Aims

Mistley Norman Church of England Primary School and Nursery believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

2.2 Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

2.3 Aims for E-safety

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.



- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.
- Online safety has a high profile at Mistley Norman Church of England Primary School and Nursery for all stakeholders. W

3. Our implementation of Computing

3.1 Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

3.2 Pedagogy

Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



- Use logical reasoning to explain how a simple algorithm works 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 worldwide web; and the opportunities they offer for communication and collaboration.

3.3 Reception

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.
- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to ‘paint’ on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.

3.4 Special Educational Needs and Disability

At Mistley Norman Church of England Primary School and Nursery, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

3.5 Assessment, marking and feedback

- Pupil attainment will be assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention. (new 2021/22)
- Work from a range of classes and abilities is shared using the Noticeboard feature or in the computing suite (display).
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool. (New 2021/22)
- Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning. (New 2021/22)
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process.
- Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress.
- Electronic work samples from children’s portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.



4. The impact of our Computing provision is

4.1 We monitor and evaluate the implementation of our provision for Computing in various ways including:

- Learning observations
- Climate walks
- Work scrutiny
- Pupil perceptions
- Assessment analysis

4.2 The outcomes of our monitoring and evaluation work are used by the subject lead, senior leaders and governors.

4.3 We summarise the impact of our provision for Computing in this way.

5. Our roles and responsibilities for Computing

5.1 Our Computing subject lead (Phil Holton) is accountable for the strategic development of subject/s or phase developing and implementing plans, policies and targets and practices within the context of the school and trust's aims, policies and circumstances. Specifically, through directed time and other time:

- To monitor and evaluate the standards of teaching.
- To monitor and evaluate the standards of learning.
- To contribute to whole school self-evaluation.
- To plan, including writing subject/ or phase priority/improvement plan, and implement improvement plan and work.
- To review priority/improvement plans and work, at least termly.
- To write and implement policies.
- To write and communicate progression documentation.
- To support and challenge colleagues, including through being active team members of leadership teams and participation in 'deep dive' weeks.
- To be a model of best practice.
- To keep up to date with latest developments in education especially in relation to the subject/phase.
- To report to and/or meet with governors when required.
- To manage the budget for this subject area following best value practice.
- To communicate and work effectively with colleagues.

5.2 Our children are responsible for choosing to work hard, in school and on trips, so that they can learn as well as they possibly can.

5.3 Our governance bodies are responsible for supporting and challenging staff so that children receive the best possible education.



6. Our resources for Computing

6.1

All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy. The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.

A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.

Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.

Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.

An itemised list of all resources is shared with staff and kept up to date by the Computing Leader.