

MGL Conference

Implementing the new computing curriculum



Inspection of computing and e-safety

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Computing and inspection



Computing

- The final programmes of study for computing for Key Stages 1-4 were published in September 2013. Maintained schools in England are legally required to follow this statutory national curriculum from September 2014.
- The national curriculum sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.
- Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.



Computing

- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. Inspectors see a range of curricula across maintained schools, academies and free schools. Schools develop their own curriculum to respond to the particular needs of their pupils and ensure they receive a broad and balanced education. However, a school's curriculum must comply with the legislation to give pupils the opportunity to study a wide range of subjects.
- Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.
- All schools must publish their school curriculum by subject and academic year online; there is a legal requirement to make curriculum information available on a school's website.



Computing

The computing curriculum can be considered as built from three strands:

- **Computer science:** the scientific and practical study of computation; what can be computed, how to compute it, and how computation may be applied to the solution of problems.
- **Information technology:** concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.
- **Digital literacy:** the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.



Evaluating the curriculum (extract)

The School inspection handbook (paragraph 152) states that inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain
- promotes high levels of achievement and good behaviour
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- is effectively planned and taught
- is based at Key Stage 4 on a balance between academic and vocational courses that is appropriate for the pupils

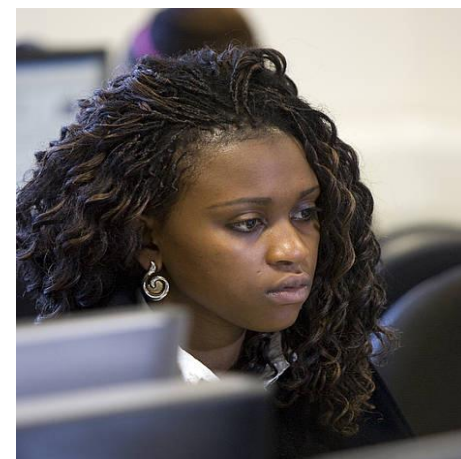


Evaluating the curriculum (extract)

The School inspection handbook (paragraph 152) states that inspectors should consider how well leadership and management ensure that:

- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website
- the curriculum does not compromise pupils' achievement, success or progression by inappropriate early or multiple entry to public examinations, for example in mathematics
- the curriculum fully meets the requirements of the 16–19 study programmes and takes account of course completion rates and the needs of learners.

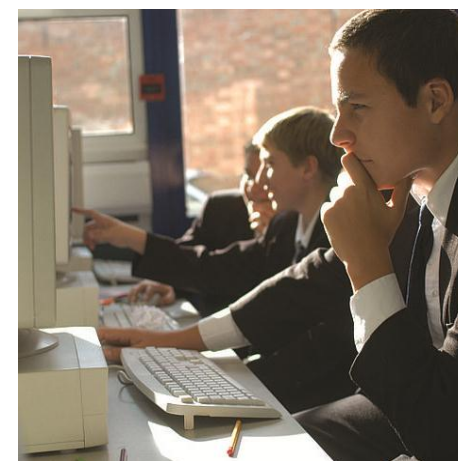
Inspectors will be aware that, for example, a Year 7 teacher cannot currently assume that pupils have covered the full KS1 and KS2 computing programmes of study.



Evaluating achievement (extract)

Achievement is outstanding when

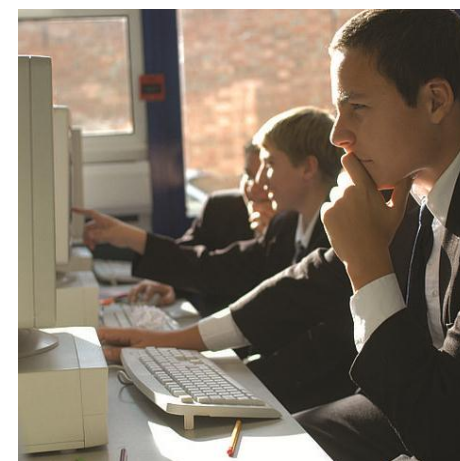
- pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well
- the attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school
- pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment
- pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum



Evaluating achievement (extract)

Achievement is outstanding when

- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better
- the standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.



Assessment and reporting

As now, inspectors will use a range of evidence to make judgements, including by looking at test results, pupils' work and pupils' own perceptions of their learning. Inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach.

Inspectors should evaluate how well leaders use formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard or if they need to catch up. Inspectors should consider how well:

- assessment information, including test results, is used by leaders and governors to improve teaching and the curriculum
- leaders ensure the accuracy of assessment through internal and external standardisation and moderation



Assessment and reporting

- schools adopt the best practice of working together to moderate assessment for year groups and the end of key stages, and come to a common understanding of attainment and share records at points of transfer.

In evaluating the effectiveness of reporting on pupils' progress and achievements, inspectors will assess the way the school reports on the progress and attainment of pupils to parents and carers. Inspectors will consider whether reports help parents to understand how well their children are doing in relation to any standards expected and how they can improve.



The inspection of e-safety



Statutory duty

'The **governing body** of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to **safeguarding** and **promoting the welfare** of children who are pupils at the school.'

section 175 Education Act 2002



Inspection of e-safety

The September 2014 School inspection handbook contains the following text:

The behaviour and safety of pupils at the school

Inspectors should consider (paragraph 174 extract):

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes **cyber-bullying** and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment
- the success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, **e-safety** arrangements and action taken following any serious safeguarding incident



Inspection of e-safety

The grade descriptor for outstanding includes:

- Pupils are fully aware of different forms of bullying, including **cyber-bullying** and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to **e-safety**.



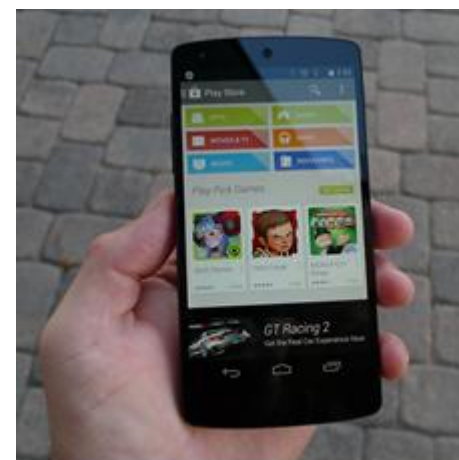
Inspection of e-safety

The September 2014 School inspection handbook contains the following text:

The quality of leadership in, and management of, the school

Inspectors should consider (paragraph 157):

- The effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe. This includes the promotion of safe practices and a culture of safety, including **e-safety**.



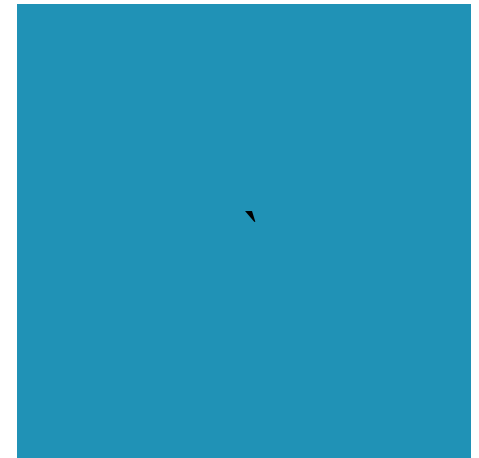
Leadership

The leadership and management of the school are likely to be judged to be **inadequate** if the school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern.

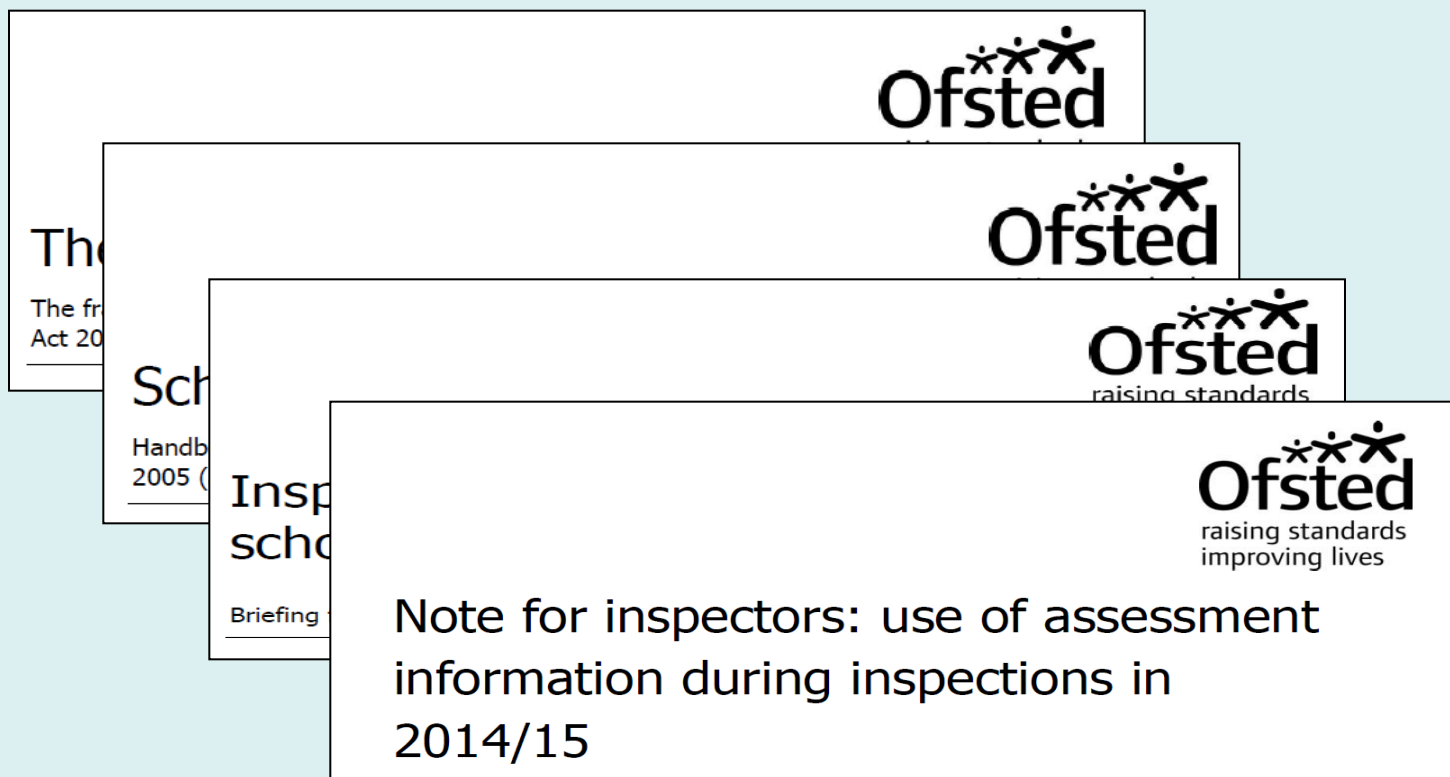


And finally

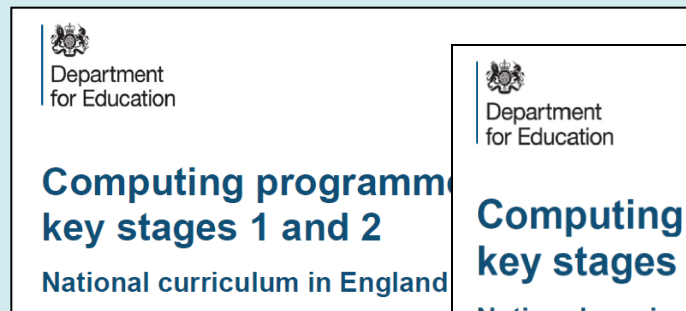
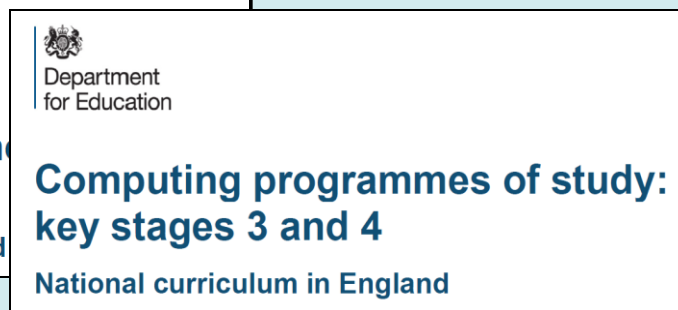
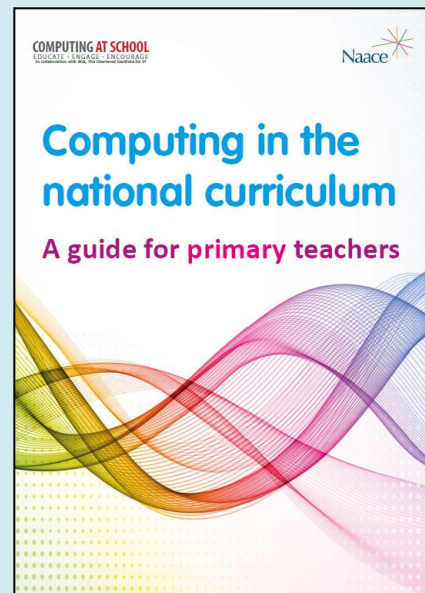
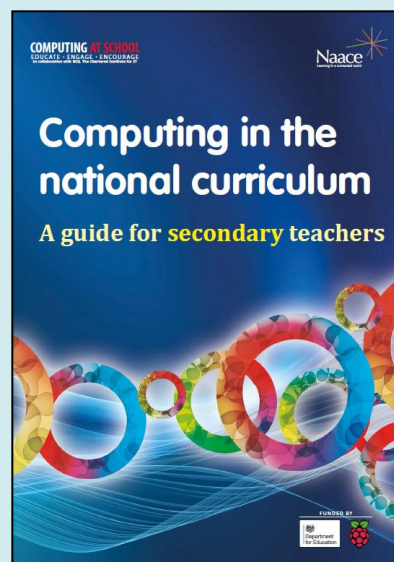
- E-safety is now considered in the inspection of all education remits including the early years sector, further education and skills, and initial teacher education.
- Social care inspectors also consider e-safety in the inspection of these remits, including in boarding and residential provision in schools and colleges, children's homes and adoption and fostering services and agencies.



Essential background reading



Support available

The cover of the document for key stages 1 and 2 features the Department for Education crest and logo at the top left. The title "Computing programmes of study: key stages 1 and 2" is in a large, bold, dark blue font, with "National curriculum in England" in a smaller font below it.The cover of the document for key stages 3 and 4 features the Department for Education crest and logo at the top left. The title "Computing programmes of study: key stages 3 and 4" is in a large, bold, dark blue font, with "National curriculum in England" in a smaller font below it.The cover of the primary teachers' guide has a white background with a colorful, wavy graphic at the bottom. It includes the "COMPUTING AT SCHOOL" logo and the Naace logo. The title "Computing in the national curriculum" is in blue, and the subtitle "A guide for primary teachers" is in pink.The cover of the secondary teachers' guide has a dark blue background with a colorful, circular graphic at the bottom. It includes the "COMPUTING AT SCHOOL" logo and the Naace logo. The title "Computing in the national curriculum" is in white, and the subtitle "A guide for secondary teachers" is in yellow. It also features the Department for Education logo and a Raspberry Pi logo.

Links

- Computing at School: www.computingatschool.org.uk
- Naace: www.naace.co.uk
- UK Council for Child Internet Safety (UKCCIS): www.education.gov.uk/ukccis
- Child Exploitation and Online Protection Centre (CEOP): ceop.police.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Childnet International: www.childnet.com

www.gov.uk/ofsted

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