Computing

INTENT— we aim to ...

- Teach skills that progress from EYFS to Year 6
- Teach the children how to keep themselves safer online
- Equip pupils with knowledge and understanding of the technology around them
- Enable pupils to develop positive attitudes to computing
- Gain and deploy skills needed in all areas of the curriculum
- Encourage pupils to respect others online

IMPLEMENTATION—How do we achieve our INTENT?

Planning

In school we us the Teach Computing scheme of work. The Teach Computing curriculum is structured into units for each year group, and each unit is broken down into lessons. Units can generally be taught in any order, with the exception of programming, where concepts and skills rely on prior knowledge and experiences. Lessons must be taught in numerical order. Spiral curriculum The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme

EYFS

Our children begin their journey with technology in Early Years, with access to iPads and BeeBots, as well as some time spent on the laptops to familiarise children with a computer/ PC setup. Teachers facilitate children's curiosity with challenge and modelling how to use the equipment carefully and safely.
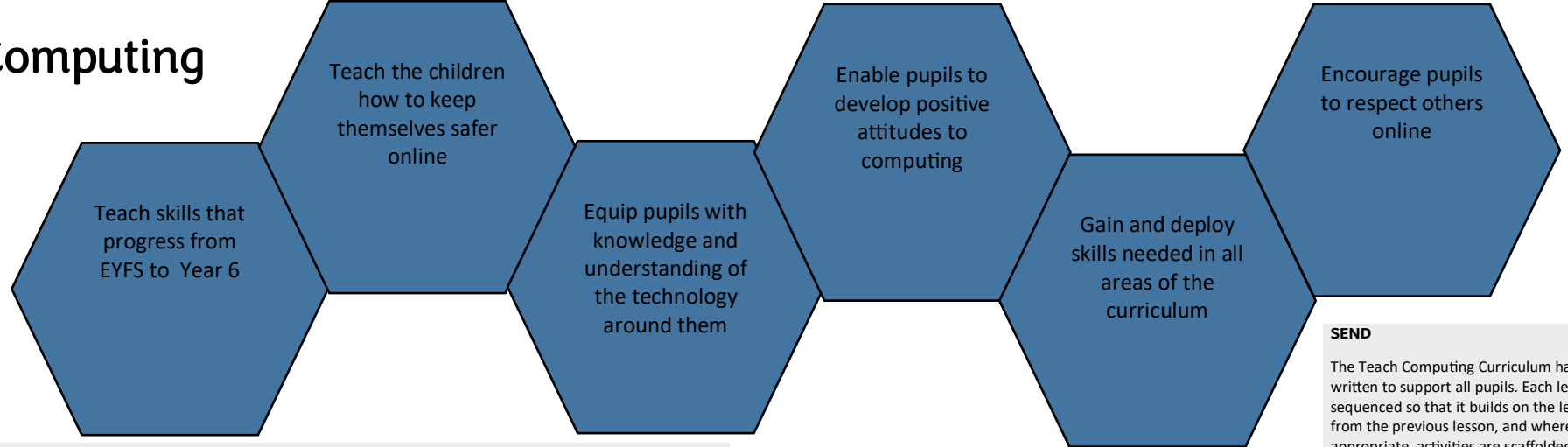
SEND

The Teach Computing Curriculum has been written to support all pupils. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences

Assessment

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities.

Pedagogically, when we assess, we want to ensure that we are assessing a pupil's understanding of computing concepts and skills, as opposed to their reading and writing skills. Therefore, we encourage observational assessment while pupils are still developing their literacy skills. We believe that this is the most reliable way to capture an accurate picture of learning.

Values:

Honesty: We believe that honesty is the foundation for trust in our relationships. We are brave and admit when we have made a mistake. We are reliable and responsible for our own actions.

Courage: We are brave and take chances. We develop resilience to keep going even when things are hard. We face our fears, and we are not afraid to learn from our mistakes.

Friendship: We value our friendships and believe that together we can support one another to flourish. We do not judge we accept everyone for who they are.

IMPACT—How do we know if we've achieved our INTENT?

- Knowledge Organisers have been developed and a learning journey is evident which has resulted in a quality end product— evidence on Seesaw and in books.
- Children can express what they should or shouldn't share online and why
- Children can discuss the technology they use and have the skills to use it
- Children are enthusiastic about computing and excited to learn new skills
- Children can use IT across the curriculum and beyond computing lessons
- Children are aware of the impact their words and actions online can have on others