Subject on a Page

COMPUTING

Intent

GROWING:

Develop pupil's appreciation of how technology presents opportunities to create, manage and organise information.

For pupils to confident and computer literate, using different hardware and software.

RESILIENT:

To equip pupils with the confidence and capability to use Computing throughout their later life.

To provide pupils with opportunity to develop and apply problem solving skills and logic.

OPPORTUNITIES:

To enhance learning in other areas of the curriculum using Computing.

To provide pupils with the necessary resources required to fully access a computing curriculum in the 21st Century.

WONDER:

To provide pupils with opportunity to experience, understand and respond to new developments in technology and how these are applied in real life contexts.

TEAM WORK:

To encourage pupils to be responsible online citizens, respecting others and themselves.

For pupils to know how technology presents opportunities for collaborative working, as well as the positives and drawbacks.

HEAD, HEART, HANDS:

To instil a sense of enjoyment around using technology whilst developing an understanding of how to use Computing safely and responsibly.

Implementation: Planning

We use the Kapow scheme to support our teaching of computing, ensuring coverage of knowledge and skills from the National Curriculum.

Each year group has four distinct units of work.

Implementation: Learning Sequence

Today's Learning Objective → Blast/Attention Grabber

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Vocabulary Review → Today's Learning/ Main Event

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Activity → Review and Assess/ Wrapping up

Implementation: Teaching and Learning Pedagogies

Each computing lesson begins with a 'Blast'/Attention Grabber; an opportunity for children to use their speaking, listening and writing skills (either independently or with partners). This allows children to use retained knowledge from previously taught lessons, which will continue to aid them with their learning in the current lesson/topic.

The Kapow scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning.

Implementation: Resources

⇒ Kapow scheme with learning resources provided

⇒ 2 fully stocked laptop trolleys

⇒ Ipads available in all classrooms

⇒ Microbit Computers

⇒ Beebots

Implementation: Curriculum Links

The computing curriculum provides pupils with the knowledge and skills to keep themselves safe, with strong links to our personal development studies.

There are opportunities for pupils, throughout the curriculum in other subjects, to practice and consolidate their computer literacy skills. This may be through publishing work, research or using digital devices to aid in investigations.

Implementation: Environment

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning.

Each classroom displays:

⇒ Unit vocabulary

⇒ Images to act as an aide memoire

⇒ Knowledge Navigator

Displays can be used by pupils to familiarise themselves with key terms, names of hardware and prior learning.

The classroom environment may need to be adapted to ensure that practical sessions are run in a safe manner conducive to good learning. For example minimising potential trip hazards from power cables or excessive movement of pupils around the classroom.

Classrooms should calm spaces with pupils showing respect for the equipment, understanding its value and risk to getting damaged.

Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning.

In most cases this is going to be verbal feedback, especially during the practical stages.

Where any written feedback is required, this will be done in a timely fashion in red pen.

In some situations, pupils may provide peers with feedback such as during the evaluation process.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Learning challenges to stretch the more able.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all.

Impact: Evidencing

Floor books in EYFS, KS1 and Y3, and outcomes from practical activities.

Computer generated work will be saved on the pupil drive of the school server or to the pupil One Drive.

Impact: Assessment

Blast retrieval tasks at the start of lessons to assess prior learning and retention.

Assessment for learning strategies employed throughout including cold calling and open questioning.

End of unit assessments of our 'I can' statements by pupil and teacher.

Summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment on O'Track.

Impact: Monitoring

Follow the school's tiered approach to monitoring.

Work scrutiny, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

Further monitoring through an annual more in depth dive with SLT.

Our GROWTH Curriculum