Christ Church C of E Primary School

Computing Intent, Implementation & Impact

Intent

At Christ Church, we intend to:

- Prepare our children for a rapidly changing world through the use of technology at Christ Church. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely.
- We want children to know more, remember more and understand more in Computing so that they leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative and independent learners. It is our intention that children have every opportunity available to allow them to achieve this.
- We want our pupils to understand that there is always a choice with using technology, and as a school, we utilise technology (especially social media) to model positive use.
- We recognise that the best prevention for many issues we currently see with technology/social media is through education. We intend to build a Computing curriculum that prepares pupils to live safely in an increasingly digital society where pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils.
- We encourage staff to try to embed Computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

Implementation

To ensure high standards of teaching and learning in Computing at Christ Church, we have created a comprehensive progression document for staff to follow to best embed and cover every element of the Computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.

Our Computing progression model is broken down into three strands that make up the Computing curriculum. These are Computer Science, Information Technology and Digital Literacy.

- Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking.
- Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling.
- Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered weather combined or discreetly.

In the Early Years the approach is through cross-curricular learning with an emphasis on hands on experiences and is assessed through the Understanding the World, Early Learning Goal. Teaching is through context-based and role play experiences using many resources such as iPads and programmable toys, such as Bee Bots.

We use and follow the Purple Mash scheme of work from Years 1 - 6, ensuring consistency and progression throughout the school. This scheme of work enables clear coverage of the Computing curriculum, whilst also providing support and CPD for less confident teachers to deliver lessons. Units are broken down into weekly lesson, usually with two units taught per half-term. Units are practical and engaging and allow lessons to be hands on. Purple Mash covers a broad range of Computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety. Other schemes are used alongside Purple Mash to ensure a broad and balanced curriculum, such as Barefoot Computing, National Online Safety, Think U Know, NSPCC and range of computer software like 'Scratch'.

Teachers should ensure that Computing capability is also achieved through core and other foundation subjects. Through Purple Mash, teachers can deliver thematic, cross-curricular lessons that also follow

children's interests and provide flexibility. Purple Mash has an online portal of age-appropriate software, games and activities as well as topic materials and materials to support children's learning in other subject areas for all key stages.

We have a wide range of resources to support our Computing teaching. Pupils may use Chromebooks or iPads independently, in pairs or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and pupils are always supervised when using technology and accessing the internet. We will often work alongside Primary Computing Advisors from Walsall Children's services, who will deliver high-quality, engaging hands on sessions within school. These range from robotics workshops, Online Safety sessions or building, programming and debugging robots using LEGO education kits. These sessions further develop the children's ability to investigate, model and design solutions and enhance their curiosity and skills in Computing.

Our pupils are fully encouraged to engage with ICT and technology outside of school. Each teacher and pupil at has their own unique Purple Mash login and password. Computing work can be stored and saved online via the files. Homework or '2do's' can also be set for pupils to access and complete tasks at home that link with their current class learning.

Computing and safeguarding go hand in hand - we provide an imperative focus on Internet Safety inside and outside of the classroom. Additional to all pupils studying an online safety unit through their Computing lessons, every year we also take part in 'National Safer Internet Day' in February. The Computing co-ordinator alongside class teachers will plan additional Internet Safety lessons and activities to take part in. We will often liaise with the Online Safety advisor for Children's Services, Walsall, to deliver high-quality sessions with the children, as well as parent internet safety workshops.

Impact

Progress is measured through regular teacher assessments. These take place at the end of each unit of work taught and data is subsequently analysed. Work completed through Purple Mash is saved electronically in the children's personal document folders.

Other ways of summative assessment are;

- Pupil discussions and interviewing the pupils about their learning.
- Monitoring with our subject computing lead visits.
- Photo evidence and images of the pupils' practical learning.
- A reflection on standards achieved against the planned outcomes.
- Learning walks and reflective staff feedback (teacher voice).
- Dedicated Computing leader time.
- Monitoring of children's work.

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well-being.

Finding the right balance with technology is key to an effective education and a healthy life-style. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond.

The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills digitally through their saved work online and observing learning regularly. Progress of our computing curriculum is demonstrated through outcomes, the impact can not only be seen on the children's individual computer accounts, but also can be measured by speaking to the children themselves. The teaching of the computing curriculum enables our children to use a computer with confidence.