



# Computing

## October 2020

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| Last reviewed by HH | October 2020 |
| Next review date    | October 2023 |

## Computing

### Curriculum Intent

Each child will start learning – seeking knowledge and developing skills – to prepare them to make their way and to contribute, to make changes and to thrive in our changing world of challenge and delight.

In this, we aim to...

- Develop foundations and individual enthusiasm for life-long learning.
- Inspire curiosity, confidence and creativity in all children.
- Teach the children with their strengths and interests in mind.
- Create many opportunities to spark interest for all children.
- Encourage a secure and positive attitude towards others and the environment.
- Be ambitious for every child, whatever their prior attainment or need.
- Encourage resilience through understanding the importance of making mistakes, listening and responding to feedback and being open-minded.

### Aims and Rationale

The role that computing has on our everyday lives has considerably increased in recent years. It is therefore the role of teachers to ensure that children are exposed to the skills and knowledge needed to become digitally literate. For this reason, computing is considered an integral part of children's' education at Beckley C of E Primary School.

Through discrete, purposeful and contextual teaching, teachers aim to provide learning where children can meet the objectives set by the Early Years Foundation Stage Framework and the National Curriculum. In order to meet these criteria, the teaching of computing is made effective through cross curricular links. Literacy, D&T, Maths and Geography all play an important part in developing innovative and challenging learning opportunities for children to experience.

Skill and knowledge in computing come hand in hand. Therefore, it is essential for teachers to provide children with experiences where they can practise their knowledge in order to build skill. Children can cease these opportunities and increase fluency by using different technological devices. These devices include Ipads, Chromebooks and Beebots.

### E-Safety

At Beckley, we believe that E-Safety is an integral part of children's computing knowledge. Therefore, once a year, a member of staff will lead an assembly on Safer Internet Day all about being and staying safe on the internet. Additionally, Year 6 children have the opportunity to become Internet Safety Ambassadors after they have had training from either Wheatley Park School or Beckley's Headteacher. High quality resources such as Google's Be Internet Legends and Be Internet Awesome, support teachers in the teaching of E-Safety in a purposeful way and engaging way.

The Senior Leadership have designed a set of Online Safety Rules for children to sign. These state that they understand the responsibility needed and fundamental E-Safety rules that should be followed when using computers in school.

## Curriculum

At Beckley, computing is taught by the class teacher in every classroom. To ensure continuity and progression, the long-term topic overview outlines which area of computing that a teacher will deliver each term. These topics have been identified by using the National Curriculum, supported by the Teach Computing Curriculum, and work on a three-year cycle, due to our mixed age classes. This ensures that we are able to meet all of the objectives, without repeating ourselves.

Medium-term planning is created for R-Yr3 and Yr4-Yr6 by classroom teachers. The computing co-ordinator is shared into these documents, where they can then review them. Medium-term planning outlines the objectives that the children will meet for each term as well as the key skills and vocabulary that they will learn. These are shared with the children at the beginning of the term and then they have the opportunity to reflect on what they have learnt at the end of the term.

The class teacher is responsible for the short-term planning of computing in their classrooms. They are encouraged to find cross-curricular links where possible. Children are able to put their computing skills into practise via a variety of subscription websites including Kodable for KS1 children and Scratch for KS2 children.

## Assessment

Teachers assess computing against the objectives outlined in the medium term plans. When possible, teachers will aim to do this during the lesson so that misconceptions can be addressed in the moment. Additionally, teachers will complete the Progress Monitoring Record to identify to the Computing Co-ordinator and the next class teacher, which children will need support and in which areas. To ensure differentiation in mixed year groups, teachers use a Skills Progression Grid to support them in delivering lessons.

## Monitoring

The role of the computing co-ordinator involves supporting teachers' knowledge and skills in computing to ensure that high quality teaching is delivered. Questionnaires to staff will paint a picture for the computing co-ordinator who can then arrange training of highlighted areas. It is the role of the computing co-ordinator to stay up to date with knowledge of the computing curriculum, devices used in school and strategies and resources that teachers can make use of.

Monitoring activities include reviewing samples of children's work and the undertaking of visits to see how computing is taught across the school. The computing co-ordinator has a portfolio of children's work, involving pictures and screenshots of children's work. This portfolio demonstrates the expected level of attainment in computing for each year group.

## Review

The implementation of this document will be monitored by the Computing Co-ordinator and Senior Leadership Team and will be updated in line with new initiatives. This document will be reviewed every 3 years.