# Computing Curriculum Statement

| Intent |
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| At our school we want pupils to be MASTERS of technology and not slaves to it. 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 our children to understand the potential of technology and start to build computing skills for the future. By the time they leave Staining Primary School, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). |

| Vocabulary | Knowledge | Application | Evidence |
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| Children are taught technical vocabulary that will be taught throughout online safety, computer science and digital literacy. | Children will be able to explain how to stay safe in an ever-changing online environment. They will also understand the fundamentals of computer science and the rich vocabulary within each unit of work. Moreover, they will be taught the skills and knowledge of how to store, retrieve and send information safely and accurately. | Teachers are expected to follow the outline generated by the Computing coordinator; however, they are encouraged to further adapt them to other subjects as well as to the needs of the class. The scheme of work and year group expectations are displayed on the computer suite wall for teachers to follow and to monitor coverage. | Work produced will be saved in individual folders on Purple Mash that will be easily accessible to monitor and evaluate work.<br><br>When appropriate, work that can't be saved online will be printed off and put into a year group folder to be used as evidence. |

| Implementation | | | |
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| **Purple Mash**<br><br>Teachers will follow the Purple Mash scheme to progressively teach the fundamentals of computing in 3 different areas:<br>• Computer Science<br>• Information Technology<br>• Digital Literacy | **Cross Curricular Links**<br><br>ICT will be used to support and explore other foundation subjects.<br><br>Technology will be planned into teacher's lessons and used as an integral resource within the children's learning. ICT will not be an 'add-on'. | **Hardware and software**<br><br>Children will have access to a range of different pieces of hardware such as iPads, laptops and a computer suite to access their work.<br><br>Apps will be constantly updated and added to on the iPads to ensure that teaching and learning is effective and current.<br><br>Children will experience programming both digitally and physically through the use of hardware such as Beebots, robots and roamers. | **Online safety.**<br><br>Children will be able to apply the British values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty when using digital systems.<br><br>Online safety will be meticulously planned alongside our SCARF PSHE units of work to ensure computer safety is 'drip-fed' throughout the academic year. |
| **The Wider world.**<br><br>Parents, teachers and other stakeholders will work together to deliver a safe and enriching computing education.<br><br>Parents are kept up to date with the changes and impact of computing through newsletters and handouts and will be informed when issues relating to online safety arise. | **Questioning**<br><br>Specific questioning in lessons with links to computing and through cross-curricular teaching will be evident in class. Children be emerged into the rich vocabulary of the computing world and be able to explain the basics of computing language. | **See Saw**<br><br>See Saw will be consistently across the school and allow for a creative and flexible approach to the recording of subject work; allowing for the further application of information technology skills. | **Home Learning**<br><br>Increasingly, online learning platforms are used to strengthen the children's in-school learning.<br><br>Parental workshops are organised to help keep families up to date with new apps and learning websites that school may use.<br><br>In this way, parents can be fully supportive of the children's home learning. |

## Impact

By the end of EYFS, children should be able to display some form of mouse control, typing skills, keyboard shortcut awareness and an understanding of file management. They will have experienced using digital technology in and out of the classroom as part of the EYFS framework and should be able to briefly explain how to stay safe online.

By the end of KS1, children should be able to log onto different platforms successfully and have a greater understanding of algorithms and their purpose in computing. In addition to this, children will have experienced a balanced coverage of computer science, information technology and digital literacy outlined in the Purple Mash scheme of work. Moreover, children will be able to explain how to stay safe online, giving examples to back up their understanding.

At the end of KS2, children should be equipped with the knowledge, skills and understanding they need to thrive in the digital world of today and the future. 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 wellbeing ready for KS3.

| Evidence & Monitoring | Evidence in Knowledge | Evidence of Skills | Breadth and Depth |
|---|---|---|---|
| At Staining CE Primary School, the impact of our curriculum is measured through pupil discussions and interviewing the pupils about their learning. In addition to this, work will be stored locally on Purple Mash and in subject folders in our computer suite. Subject leaders and SLT will monitor teaching and learning termly, ensuring that effective planning, monitoring and differentiation is taking place. | Children show enthusiasm and engagement throughout computing lessons and use vocabulary linked to the subject in their collaborative discussions. They understand the uses of computers and technology in the wider world and the positive and negative impacts they can potentially have. Children can talk about how to stay safe and what steps to take to ensure this. | Lessons show progression of skills development within each year group, effectively implementing the resources available to enhance high-level outcomes. | Computing teaching delivers the requirements of the EYFS and the National Curriculum, and teachers plan lessons using our school knowledge and skills progression ladder and the Purple Mash scheme of work. |