Computing

Intent

Critical thinking
The ability to ask perceptive questions and explain thinking.

Vocabulary
An understanding of computing terms and vocabulary.

Accessing information technology
To apply computing knowledge to access a range of devices.

Computing across the curriculum
"Think like a computer scientist" The ability to communicate ideas well by using applications and devices throughout the curriculum.

Knowledge and skills
To equip children to be able to use technology safely, whilst developing their computer science knowledge, digital literacy and information technology skills.

Online safety
The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.

From tiny acorns, mighty oaks grow

A — We aspire to achieve
C — We are kind and collaborative
O — We are open and honest
R — We respect ourselves, others, property, and the environment; we listen, we are gentle
N — We welcome new opportunities
S — We develop our super learning powers (we are resilient, resourceful, reflective and reciprocal)

Our Amazing ACORNS Ageements

A • We aspire to achieve in all our learning
C • We are kind and collaborate in discussion and learning
O • We are open and honest about our thoughts, but consider online safety
R • We respect ourselves and others when we are online, and in our learning
N • We welcome new opportunities to discover and learn,
S • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years 1-6 we follow the *Purple Mash* scheme, a spiral curriculum with progression, linked to the *National Curriculum*, which focuses on the elements included in our intent statement.

Alongside this, digital technology may be used across the curriculum, for research, handling data and for communication.

Organisation

In Early Years, the children learn through the specific technology aspect of the early learning goal Understanding of the World.

In Years 1 to 6, the Purple Mash units of learning are arranged over the year groups to provide continuity and opportunities to revisit and consolidate learning. The arrangement of the units of learning are shown in the rainbow grid for computing.

Elements of computing covered

In Years 1 to 6 pupils build their knowledge, skills and understanding through the following strands:

• Computer Science
• Information Technology
• Digital Literacy

Enrichment and promotion of computing

Where possible, computing is linked to other areas of the curriculum. For example, incorporating art and design or sound into programs that children are designing and coding, or using the practice of algorithmic thinking to plan out an animation, a story or a presentation – demonstrating logical chunks of information that flow together as a whole. Computing is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. Monitoring may include observation, work scrutiny, pupil voice and teacher voice. The computing action plan is updated through monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in computing through building skills and knowledge.

In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are those in the *Purple Mash Essential Knowledge* organisers.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work. This allows teaching to be modified to promote further learning.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior leadership team can analyse outcomes and drive further improvement in computing.