Computing at Lower Heath CE Primary School

Intent	
Our computing philosophy is…	At Lower Heath, we want pupils to be masters of technology and not slaves to it. Technology is everywhere and will play a pivotal part in children's lives. Therefore, we want to model and educate our children on how to use technology positively, responsibly and safely. We want our children to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our children to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow children to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our children. Our knowledge rich curriculum has to be balanced with the opportunity for children to apply their knowledge creatively which will in turn help them become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum, to make learning creative and accessible. We want our children 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 any challenge set.
Implementation	
The curriculum for this subject area is designed using…	We follow a broad and balanced Computing curriculum that builds on previous learning and provides both support and challenge for learners. We follow the NCCE Teach Computing Curriculum from year 1 to year 6 and Barefoot Computing Scheme for Early Years. This ensures a progression of skills and covers all aspects of the Computing curriculum.
Curriculum coverage in this area is progressive. We ensure this by…	We use our school-specific Computing Progression Framework to ensure that each area of learning is progressive from EYFS to Year 6. It provides an innovative progression framework where computing content (concepts, knowledge, skills, and objectives) have been organised into interconnected networks we call learning graphs.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by…	The Computing Progression Framework outlines the concepts, knowledge, skills and objectives to be built upon by each year group taught through the 4 overarching themes of: computing systems & networks, creating media, data & information and programming. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential.
This subject links with the rest of our curriculum by…	We want to ensure that Computing is embedded in our whole school curriculum and that opportunities for enhancing learning by using technology are always taken. Therefore, classes will not necessarily have a scheduled Computing lesson each week but will be taught Computing alongside other curriculum subjects. For example: digital photography knowledge is applied in art, programming applied in science to control a circuit, vector drawing in maths or creating media presentations to showcase historical learning.

Different year groups, and different abilities within a class, are catered for by…	The units in each year group are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and children revisit each theme through a new unit that consolidates and builds on prior learning within that theme. Our two year rolling curriculum has been written to support all children. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all children can succeed and thrive.
Trips, visits and the local community support this subject by…	We use technology to enhance our children's learning experiences and this extends to our parents, carers and local community. Through Class Dojo, we share our learning journeys on our class pages to engage our parents and carers in our children's learning providing ways to enrich and develop learning at home and open communication between home and school. Our whole school Dojo page and our website allow us to engage with the wider community, in school events, news, challenges and competitions and promotes a two-way dialogue with the community. We enrich children's computing experiences with real life application experiences; this may be through a visit from a business or persons in the community who use an element of computing in their jobs, through trips to experience computing in action and through accessing technology at our local academies.
The subject is monitored by…	Regular Learning Walks take place to monitor the teaching of Computing across the school. Alongside these, children's progress is monitored and assessed through scrutinies of work in children's files on Microsoft Office 365 and monitoring of formative & summative data. This allows for monitoring of both content and skills being taught and allows us to adapt teaching where necessary. This ensures that learning is progressive from EYFS to Year 6.
The subject is assessed by…	Assessment takes place through teacher assessment; children are closely measured against the outcomes expected from each unit both in application of knowledge and skills when using computing across the curriculum and through formative assessment at the end of each taught unit as they progressive through the curriculum. We use a criteria-based approach to assessment (as outlined in our Progression of Knowledge & Skills document), with teachers forming a judgement as to whether each child has learned all the content of the programme of study by the end of the Key Stage.
Staff development in this subject includes…	Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with Computing specialists within the trust secondary schools. The NCCE and Barefoot Computing; both created by subject experts based on the latest pedagogical research also provide CPD to enable teachers to develop their skills and knowledge.
Impact	
In computing, you will see…	Children's work will be stored on Microsoft Office 365 for reference and assessment. Children also access Class Dojo through their class page and upload content to their portfolios. Staff constantly look at and review pupils' work, especially over time as they gain skills and knowledge, spending time talking to them about what they know.
What is the impact of our computing curriculum?	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. We encourage regular discussions between staff and pupils to best embed and understand this. 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 tools like Office 365 and Class Dojo and observing learning regularly. Progress of our Computing Curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.