Computing Statement of Practice

Vision

At Wolverham Primary School, we aspire for a high-quality computing education which will help pupils gain a coherent knowledge and understanding of how technology is used within a range of settings. Through our computing curriculum, we aim to inspire pupils' curiosity about technology. We want the children to leave Wolverham with a sense of identity, knowing and understanding significant aspects of computing in order to identify their place in the world, as well as in the story of technological development. We aim to build rounded citizens with broad and well-balanced views that can integrate within an ever changing tech based society.

Intent

At Wolverham, the computing curriculum is designed alongside the school values in order for the children to leave with an appreciation of how technology has changed, its use within society and how the technology can be used safely. Through careful sequencing, we have developed a progressive curriculum built with small steps that allow children to gain a depth of knowledge and skills. The computing curriculum is designed to provide opportunities for children to build on previously learnt knowledge within a range of programmes. This is the same for skills that the children learn. They then think about how they can apply these skills across varying programmes and applications.

We also have developed an Online Safety curriculum that gives the children the tools to stay safe online both inside and outside of the school setting. Linking to our core values, we want the children to have a secure understanding of key concepts linking to Online Safety.

Curriculum

Our intent is planned from when the children join us in Nursery and very much focuses on using technology in a play setting – allowing the children to explore and generate a love for learning and technology. The learning context develops in complexity over time, offering clear progression in knowledge and skills, but also, the opportunity for children to strengthen their understanding of our school values.

Online Safety

In every year group, the children are taught a range of online safety objectives. These are mapped out to be progressive over the year groups and build up on knowledge from previously taught sessions. Some elements of online safety are repeated throughout the school in order to embed key aspects. The key knowledge that the children need to recall at the end of each unit is mapped out on the progression document under each year group and split into each half term. Within one of the units for each year group, a link is provided to a job that is about computing/online safety that the children watch and discuss as a class.

Computing Skills

On the same progression document as the online safety, the skills for each year group are mapped out on a long term plan. This plan also highlights the type of technology that would be used for that unit (for example a laptop or iPad). We want the children to have a broad and balanced range of technologies and to be able to use different types and programmes proficiently. To support with this, the children use iPads, laptops and other technological devices during their time at Wolverham.

In EYFS, we spark the children's technological skills by looking at different types of technoilogy in and around the home. The children also engage with the Smartboard within the classroom. We believe it is important to support the children's ability to investigate a range of technologies and their uses.

Although computing is not timetabled to be taught daily, we do, where possible, make links with other areas of the curriculum, in order for the children to recognise the importance of having strong technological skills to encourage them in becoming well-rounded individuals. A range of devices are used throughout the school day across all year groups and then children have very good access to technology.

Implementation

Memory Joggers

Not currently used – is this ok?

Delivery

Computing is often taught as a whole class. The teacher will give instructions and model to the class about a specific programme or aspect of the programme that the children are learning about. They will explain the new skills and give reasoning behind this. Sometimes (especially when teaching coding), the teacher will complete an activity that doesn't use the technology. This helps the children to explore the rationale behind certain aspects of coding and how it links to other aspects of the curriculum.

Careers involving computing

Each year group has at least one link to a career that has strong foundations in computing. The link is a short video that explains the careers and someone giving insight as to why they chose it and the opportunities within them. Where possible, these videos link to the online safety that has been taught within that half term.

Recording

Staff use the floor book as a retrieval tool. During each lesson, they make reference to the floor book and show the children work they have previously completed and then how the new learning links to this. Computing is taught over time (not in a single block session). This allows for staff to check the children's retention of skills and/or knowledge during the next session.

Impact

At Wolverham, the children are aware that what they are learning is purposeful and helping them to become broadminded and kind individuals in order for them to be successful in later life. As a result, children celebrate diversity and differences instead of segregation and exclusion; they recognise that they should treat others how they want to be treated; linking their studies to similar issues that are going on in the world today so that they know how they should approach or feel about it. Children have a sound understanding of what they have learned and why it is important.

Assessment of Learning

During a unit, retrieval strategies and reviewing the children's work are used by teachers to continually assess children's knowledge and understanding of subject matter and their ability to put it into context.

Marking and Feedback

Independent and paired work is monitored throughout the lesson and feedback provided in a 'live' manner. For example, if the children are asked to add some coding to make something happen, feedback and answers will be provided to the whole class or individuals depending on the situation. Often, whole class discussions take place during this time as the children are taught to be broadminded and solve any problems by 'debugging' their code if relevant.

Children know that expectations of spelling and presentation remain just as high in computing lessons as in any other subject.