

COMPUTING



Children are confident as they talk about computing and can use accurate vocabulary.

Aspirational end of year outcomes seen across the school.

Impact-

Children show enthusiasm and enjoyment towards Computing.

Children are able to self-assess and can discuss their learning and the importance of assessment to progress their learning journey

Based on the National Curriculum, teaching distinctly sequenced and progressive lessons.

Implementation-

High quality teaching, ensuring each child's needs are targeted by adaptations, support and challenge.

Following Purple Mash curriculum for planning and resources, ensuring a spiral curriculum to revisit skills and learning.

Using Talk Partners to support and encourage children's discussions and collaboration during lessons

Retrieving prior knowledge and using previous learning steps enables children to understand the sequence of learning.

Intent-

- The confidence and creativity to use technology to explore, create and share ideas.
- The ability to write and debug simple code to solve problems and develop logical thinking.
- An understanding of how digital systems and devices connect and work together.
- The skills to collect, organise and present information clearly using a range of digital tools.
- The knowledge to use technology safely, respectfully and responsibly, understanding how to stay safe online.
- A curiosity about how technology shapes our world and the confidence to use it positively for learning and communication.

3 key strands of Computing taught clearly.

- Computer Science (the foundations of computing, covering coding and computational thinking)
- Information Technology (the applications of computing, including working with documents, data and digital media)
- Digital Literacy (the implications of computing for individuals and society)

Key computing vocabulary is used each lesson and meanings are reviewed.

Additional Computing opportunities outside of Computing lessons. Applying skills learnt to help make presentations for example.

Evidence of children's learning is collected in year group floorbooks.

Children are seen to be independent learners, building in resilience and creativity in their way of thinking.

Children across the school have robust computing skills and are fluent in timetables and using learned key facts.

Children can apply their computing knowledge to other curriculum areas to solve problems.

