



Computing Intent and implementation statement

Intent

It is our intention that the computing curriculum at Bowerhill Primary School provides children the opportunities to be successful in IT and build a love of computing. This is in line with the overarching curriculum aim of enabling all children to experience success and build aspiration. We present the learning through holistic, thematic, cross curricular units in our 'Learning Means The World' lessons. Computing/ICT understanding begins in the EYFS and is delivered using the Development Matters in the Early Years Foundation Stage document September 2020. EYFS use the Dimensions curriculum as a spine and tailor it to support the teaching of computing within Understanding the World. In order to enrich their learning, children have the opportunities to experience authentic outcomes. Our lessons are rooted in our six school values of resilience, respect, responsibility, creativity, courage and understanding and we provide the children with progressive vocabulary across the school. Knowledge and skills from the National Curriculum are organised into four curriculum drivers – Conservation, Culture, Conflict and Communication.

Our computing curriculum aims:

- Through computing, pupils are more able to actively participate in a rapidly changing technological world.
- Computing teaches pupils how to flourish in a connected world, developing their sensitivity to others online, treating them with respect, and showing respect for their privacy.
- Computing gives pupils rapid access to ideas and experiences from a wide range of people, communities and cultures, for example through the use of the internet and email.
- Computing teaches pupils how to keep safe online, and where to go for help and support.
- Critical thinking and analytical skills are developed through computing.
- Computing builds pupils' confidence in, and enthusiasm for, using technology in the wider world, as they present to one another and upload their work for others to see.
- Computing develops pupils' skills in using technology to create, organise, store, manipulate and retrieve digital content.

- Computing encourages pupils to develop a richer digital literacy experience, as they document what they know and learn for others through blog posts, audio recordings etc.

Implementation

At Bowerhill Primary School we teach Computing through thematic units, using Dimensions Curriculum. These lessons are called 'Learning Means The World' and it is made clear to pupils when Computing is being taught. This is discussed at the beginning of each lesson, when the learning objective and values for the lesson are shared. Pupils have access to a WhISK (What I Should Know) which organises the learning of their unit and key vocabulary and is referred to throughout the learning journey. This is shared with parents so learning can be supported and discussed at home.

Learning is broken down into phases of Explorers (EYFS), Pathfinders (Year 1 and Year 2), Adventurers (Year 3 and Year 4) and Navigators (Year 5 and Year 6). The Satellite View maps out which thematic units feature Computing and clearly shows the objectives taught. Computing is taught through a combination of subject knowledge, multimedia's and information technology. For example, using technology such as CAD in year 5 and using apps on the iPad to create a stop motion animation in year 3 enables the children to have opportunities to ignite their interests in computing.

Impact

As a result of having clear and progressive planning across the school, children will have acquired an understanding of technological skills needed to be successful in computing. The children will be able to apply these skills to competency units and across the wider curriculum.

The Skills Ladder acts as an incremental model for disciplinary skills acquisition and provides a benchmark for each year group. Growing in complexity and demand across EYFS, Key Stages 1 and 2, the Skills Ladder demonstrates how pupils' computing skills will develop over time. The Knowledge Building document forms a robust model of progression for disciplinary knowledge and understanding.

Teachers are able to assess the impact of learning through the use of Kahoot Quizzes at the start and end of each thematic unit. Classrooms also have a memory box which is used to collect resources throughout the unit to aid discussions. For the purpose of summative assessment, Computing is assessed through the use of our tracker. This allows teachers to track and share those pupils who have not achieved the required computing knowledge and skills for their year group and may require intervention in the future.

