



Sitwell Infant School

Computing Overview

COMPUTING		
Intent	Implementation	Impact
Alignment to the National Curriculum Our computing curriculum is aligned with the National Curriculum in key stage 1 as evidenced by our planning and progression documents. Computing in EYFS is no longer part of the Knowledge and Understanding of the World early learning goal but at Sitwell Infant School we believe it is important for our children to continue to gain basic skills in computing. Our E safety curriculum follow the RHSE curriculum at a level which is appropriate for the age of our children. This is done in a range of different way using different resources including the Jessie and Friends, National Online Safety Day.	Pedagogical approaches Our curriculum is broken down into the 3 areas computer science, information technology and digital literacy. We also teach a progression of Computing vocabulary to support children in their understanding. We give children access to a wide range of good quality resources and provide cross curricular opportunities for children to apply their Computing knowledge and skills. Our lessons are broken down into reactivate, teach/faciliate/model, learn together, independent practice and reflect. Computer Science. Children are taught block coding in an exciting and hands on manner. Children in EYFS are taught the basic skills and this is then built on through key stage 1. Information Technology. Children are taught through a range of different programs to develop their skills. We encourage the children to use IT throughout the curriculum in a purposeful method. Digital Literacy. Online safety is taught explicitly each half term based around the Jessie and Friends resources from ThinkUknow, Online Safety Day.	Approaches to assessment Children are assessed during each block of work by teachers in a range of different ways. These include completed pieces of work which are saved on the server, comments made by children in floorbooks and during discussions with the computing lead. Assessment data is recorded on subject assessment sheets.
When they leave Sitwell Infants... When the children leave Sitwell Infant School we want them to be fluent with a range of tools to express their understanding. We hope by the end of Key Stage 1, children have the independence and confidence to choose the best	Teachers' expert knowledge The subject leader attends termly meetings with other computing leads within the local authority. This information is then disseminated to other members of staff. Support is given by the computing lead and Adept when requested to solve problems with hardware. The computing lead also leads PLT	Performance data Currently there is not any national performance data available. Teacher assessments are used after each block of work which we use to inform future planning and help to support children in their learning.

tool to fulfil the task and challenge set by teachers and build on these within Key Stage 2. At Sitwell Infant School, we want our pupils to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We want our children to understand that things are not always as they seem online and to practise safe use when online.	team meeting for class teachers and HLTA's through the year. A yearly teaching questionnaire is sent out to teaching and HLTAs to inform areas for further support.	
Sequence of teaching Our curriculum is taught through three separate areas. <u>Computer Science</u> Programming is taught from EYFS through to the end of Key Stage 1. We use a range of resources which help children to develop skills when programming and then to further enhance these skills. These skills are taught through the Teach Computing Curriculum in Key stage 1. <u>Information Technology</u> During EYFS we introduce and teach the children basic skills around recognising and using IT, which we then build on during Key Stage 1 using the Teach Computing Curriculum. This curriculum is worked on a 2 year rolling program. <u>Digital Literacy</u> During both EYFS and Key Stage 1 digital literacy is seen as a very important strand of our curriculum. We have raised the profile to ensure that our children feel safe when online but also know what to do if something upsets them.	Promoting discussion and understanding Regular discussions with pupils take place to assess the children's learning and also inform areas for further learning. This is completed using the floorbooks to assist children.	Children's work Children's work completed work is saved on the server within school. The different stages of work are recorded within the floorbook including photos of the work undertaken, comments made and examples of the work completed.
Support provided Our computing curriculum is taught discretely to ensure that all the skills required are taught for all areas of computing. The children work together to support each other, allowing for peer on peer learning and assessment. Teachers will discuss with children problems that arise. There are children within school who are working on bespoke targets that are supported by adults as needed. Teaching staff are supported by Adept (for technical support), the headteacher, computing lead and peers. The safeguarding of our children is important to us and we use a robust filtering and monitoring system monitored by Adept.	Knowing more and remembering more Learning is built upon during the time the children are with us in school and initial introductions in EYFS are further explored and developed through Key Stage 1. E safety concepts are regularly reviewed and revisited every half term to ensure the children have a firm understanding of how to keep safe and what to do if they come across something unsettling.	Talking to children Speaking with the children is an important part of the curriculum. Pupil surveys take place once a year. This means that they can comment on what they have learnt and also informs for future planning. The computing lead also has discussions with children from different classes about the learning they have undertaken during their time in school.

Local context We are aware that though some children within our school may live in technologically rich households there may also be children who do not. We ensure that all children have the opportunities to use a wide range of equipment including laptops and I Pads to support their learning but also physical equipment such as BeeBots.	Teacher assessment In the reactivate section of each lesson children's learning from previous sessions is repeated in a short burst to ensure this has been embedded into the children's long term memory. Children's work is assessed by teachers at the end of each area of work. This is then recorded on our Assessment Sheets that then informs the computing lead as to any areas that need revisiting or incorporating in the reactivate section of the subsequent lessons.	Sharing with parents Through Google Classrooms E safety messages are passed on through the Wake Up Wednesday resources from the National College. These are uploaded weekly on a range of different subjects. On the school website we have an online safety section which has a range of resources to support parents. During the year we send out a parent questionnaire that will then inform us of areas parents are most concerned about or would like further information about.