

COMPUTING ON A PAGE



"Technology drives progress in the modern world through communication, multimedia, data, text and image."

"Nearly all computer programmes utilise a universal central navigation system."

"Technology utilises algorithms to perform tasks." "Users must take measures to stay safe online."

"That users must take measures to stay safe online."

Intent - We aim to...

Deliver an engaging and exciting curriculum that helps develop a love of Computing and inspires children to want to create.

create a generation of tech-savvy, device capable children with strong transferable skills.

Provide children with the essential knowledge to stay safe online and how to access support.

Support children to express their thoughts and ideas clearly and creatively through their chosen media.

Show pupils that there are many careers out there that are centred on a passion or skill in Computing.

Create a culture where children recognise the efficient benefits and potential pitfalls of using technology.

Implementation - How do we achieve this?

Planning and Knowledge Organiser (KO)

The teachers have access to the school's Computing KO and use that as their basis for planning. This document outlines what knowledge, skills and vocabulary should be covered by a specific Rising Stars unit. Teachers are able to see what skills and knowledge have been taught previously and therefore ensure a clear progression. Teachers will use Rising Stars and the Computing Google Classroom when needed for further guidance in planning.

Ambitious Curriculum

Whilst learning in this subject achieves the NC objectives first and foremost, we have elected to use the Rising Stars scheme of work as it allows pupils to dig deeper into a specific area of Computing. For example, The National Curriculum requires a KS2 pupil to *select and use software to collect, analyse, evaluate and present data*. The Rising Stars unit entitled "We are Market Researchers" achieves this objective by taking on a job role and designing a Market Research questionnaire, finding out about a specific demographic usage of apps. This project-based approach ensures pupils receive low threshold/high ceiling learning experiences where the more confident can get creative.

The Computing Threshold Concepts:

Teachers use the school's Computing Threshold Concepts to ensure the fundamentals are built on, year on year for each area of this subject - For example, *whilst a Year 1 pupil can **give and follow** simple instructions, a Year 2 can **sequence a set of simple instructions***.

Teachers also use this document to consider how our agreed Curriculum Threads; Core values lead; Sense of community; Strengths and interests; Appreciation of difference; Environmental Activism; Creativity and Appreciation of beauty and Mental wellbeing can be achieved either through a unit of Rising Stars work or a Topical final outcome that utilises Computing skills.

Typing and navigation:

We believe at Minchinhampton that at the heart of good Computing is an ability to know and use the majority of common characters on a keyed and touchscreen keyboard. We feel it is useful for children to begin to grasp keyboard shortcuts to work efficiently and to know that most central menu systems appear on a dropdown bar. A Minchinhampton child should know that "Save as" is located in the "File" tab, that "image from file" is located under the "Insert" tab and so on.

Implementation - continued...

Digital Safeguarding, Electronic Communication, Handling Data, Multimedia, Our Technical World and Programming.

Across their time at Minchinhampton, pupils will experience creating works using a variety of different devices including PCs, Laptops, Chromebooks, iPads, LearnPads and digital cameras. They will have used a range of online and offline software to suit specific purposes and achieve a goal. By the end of their time at Minchinhampton, pupils will be able to independently suggest the devices and software needed. Teachers understand the idea that digital tools and technologies can and should be integrated into the learning and teaching of all subjects. Using a range of hardware and software, pupils are encouraged to think critically about which tools are most effective to situations. Pupils understand that the skills they acquire during their time here are an insight into future careers working with technology.

Assessment

At the end of each unit, teachers use Rising Stars assessment checklists to measure pupil's progress through a unit. Sample pupils will be monitored by the Computing lead who then analyses and notes down areas of strength and points for development, these findings are given to class teachers who are asked to implement them into their future planning. Lessons are adjusted based on formative assessments made by the teacher. Pupils are assessed against statements linked to NC on TT at the end of each unit taught. Low stakes assessment opportunities keep pupils' knowledge fresh. A final summative assessment is completed in July. The Computing lead completes a data report based on these results which then inform the next year's action plan.

Trips/Extra-Curricular...

Going forward, an effort will be made to utilise skills taught in Computing to showcase a final outcome for other curriculum areas.

Cyber safety visits to Year 4 and Year 6 pupils by local police.

Visits to Skillzone centre including "keeping personal information" private workshop

Annual trip to Sir William Romney's School for Year 6 to use Computing suite.

Through SCARF online resources, pupils learn more about cyber safety.

Through safer internet day, children consider how to keep safe in a changing world.

Impact - How do we know we've achieved our aims?

Pupils are engaged and thoughtful in lessons.

Clear development of skills from Reception to Year 6 through Rising Stars scheme that revisit and build upon prior learning.

Pupils have strong skills which equip them to progress from their starting points.

Pupils have strong Computing skills which they can use across the curriculum as well as across their time in our school.

Computing outcomes are of a high quality. Moderation and assessment of skills show this.

Children see themselves as capable and confident when using technology.