



Intent, Implementation and Impact Document

Subject: Computing

CURRICULUM INTENT

EYFS

All children are given many opportunities to learn successfully and play purposefully to meet the Early Learning Goals linked to Computing.

Understanding the World – Technology

Expressive Arts and Design – Exploring and Using Media, Being Creative

The children will be introduced to the basic concepts of E-Safety in an age-appropriate way.

Outcomes

Through the entire EYFS curriculum, pupils will become familiar with technology around them. They will be able to recognise and discuss technology and begin to demonstrate its uses in every-day life. They will be able to use switches and control objects remotely by setting instructions and using basic algorithms.

Personal Outcomes

Children will begin to develop an understanding of technology in the world around them. Through the many opportunities they will have to explore technology - through role play and focused work, children will become familiar with the basic functions of different types of technology. Fine motor and cognitive skills will also be developed through the use of controllable and programable toys.

KEY STAGE 1

All children are given opportunities to succeed in Computing.

The concepts in the Computing Curriculum are built upon each year.

In addition to weekly 'Computing' lessons, cross curricular opportunities are used to teach and implement skills.

The children will use a variety of hardware and software to develop their technological skills. E-safety underpins the curriculum so that the children understand the basic principles of keeping themselves safe when using new technologies both at school and at home.

Outcomes

Key Skills: Using Computers and Technology (Spreadsheets, Art and Design, Music, Databases and Graphing, Writing and Presenting), Networks (Communication and Networks, Hardware), E-Safety and Net Searching (Online Safety, Internet and Email, Coding (Coding and Computational Thinking).

Personal Outcomes

To develop confidence in using a range of technology for a variety of purposes and to discuss how technology is used in the world around us. Children will gain an understanding of how to use the internet and understand how to keep safe while online.

Key Stage 2

All children are given opportunities to succeed in Computing.

The concepts in the Computing Curriculum are built upon each year.

In addition to weekly 'Computing' lessons, cross curricular opportunities are used to teach and implement skills.

The children will use a variety of hardware and software to develop their technological skills. E-safety underpins the curriculum so that the children understand the basic principles of keeping themselves safe when using new technologies both at school and at home.

Outcomes

Key Skills: Using Computers and Technology (Spreadsheets, Art and Design, Music, Databases and Graphing, Writing and Presenting), Networks (Communication and Networks, Hardware), E-Safety and Net Searching (Online Safety, Internet and Email, Coding (Coding and Computational Thinking).

Personal Outcomes

To feel confident using a range of technology for a variety of purposes and to evaluate which piece of technology is appropriate for a particular purpose. Children will further develop their understanding of how to use the internet and understand how to keep safe while online.

Transition



Our Computing teaching is mapped out in a progression document and ensures that transition between phases is smooth.

Accurate assessment of children allows teachers to hand over assessment information and for that information to be passed on to other settings where needed.

Computing assessment information is passed on as part of a robust secondary transition and children will have the opportunity to attend transition events offered by their new secondary schools.

CURRICULUM IMPLEMENTATION

EYFS

The curriculum is implemented through the daily activities in the Foundation Stage Class ensuring high quality provision against the Early Learning Goals. Groups and individuals are targeted as needed as part of continuous provision.

Key Stage 1

Key stage 1 will take part in regular computing lessons across the year focusing on key skills and developing a greater understanding of technology in the world around us. Key stage 1 will focus on units which will incorporate knowledge of: networks, creating media, data and information, design and development, computing systems, impact of technology, algorithms, programming, effective use of tools and safety and security.

Key Stage 2

Key stage 2 will take part in regular computing lessons across the year focusing on key skills and developing a greater understanding of technology in the world around us. Key stage 2 will focus on units which will incorporate knowledge of: networks, creating media, data and information, design and development, computing systems, impact of technology, algorithms, programming, effective use of tools and safety and security. Years 3 to 6 will also begin to use technology in other ways across the curriculum to both practise skills and enhance learning experiences.

CURRICULUM IMPACT

EYFS

Observations/ Drop in / Learning Walk:

Observations of pupils ongoing access to selecting and using resources and developing their computing skills through exploration to be monitored termly. Alongside this, pupils to be given the opportunity to talk about their developing computing skills and work they have produced. To reflect 'pupil voice' for this subject.

Collection of evidence of pupils learning and creative work to be part of this also.

Policy Review: Review to be conducted as and when required – ensuring links to EYFS Exceeding outcomes.

Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

Assessment: Ongoing assessment using EYFS Assessment tool.

Key Stage 1 & Key Stage 2

Observations/ Drop in / Learning Walk: One of these to be carried out termly. Alongside this, pupils to be given the opportunity to talk about their developing computing skills and work they have produced. This will reflect 'pupil voice' for this subject and be used to move the subject forward with the pupil's ideas/ gaps in learning being incorporated. Pupil/Teacher discussion of floor books in KS2 to be part of Observations/ Drop in / Learning Walks.

Policy Review: Review to be conducted as and when required.

Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

Assessment: Assessment of computing to be monitored throughout the year and provide information for pupil's transition into new year group/key stage – using target tracker. Progression of skills document to be used by teacher's for assessment of skill coverage within their year group/key stage.