



# Rushbury C of E School

Curiosity, Respect, Perseverance, Friendship

## What Computing Looks Like In Our School

Computing: Kate Reeves

### Curriculum Intent

#### **What computing looks like in our school:**

- Computing is on the whole embedded within the curriculum. Some sessions are discrete and involve dedicated curriculum time. These typically involve understanding computers and networks and some elements of computer programming.
- Many of the core and foundation curriculum lessons involve an aspect of computing either as the main outcome or as the tool to enable a successful outcome for another subject.
- Computing skills are sometimes taught alongside other subject skills.
- Lessons involving computing are current, aim to enthuse the pupils and provide skills including problem solving which are adaptable across the wider curriculum.
- Independent use of devices within classes to support individual learning needs is a common occurrence.
- A focus of online safety every term, and in response to the needs of the pupil and wider school community.

#### **This is our philosophy:**

- Children use creative skills to develop their learning and showcase their understanding.
- Children develop problem solving skills including those for computer programming.
- Children acquire an understanding of how to stay safe online and use mobile technologies responsibly to engage in positive learning experiences using global resources.
- Children are provided with transferable computing skills to enable them to tackle future developments in technology and handle change successfully.

#### **This is the knowledge and understanding gained at each stage:**

##### **By the end of EYFS pupils will:**

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

##### **By the end of Key Stage 1 pupils will:**

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

##### **By the end of Key Stage 2 pupils will:**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- Use sequence, selection and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks, including the internet, how they can provide multiple services such as the World Wide Web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content
- Select, use and combine a variety of software (included internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.

### Curriculum Implementation

#### **This is what we do:**

- The information technology strand of the curriculum is embedded across the curriculum.
- Discrete lessons cover the computer science aspect of the computing curriculum.
- Lessons are planned using Kapow as a guide for each year group.
- By the time the children leave Year 6, they are confident users of IT with transferable skills ready to use computing as a tool to support learning experiences across the curriculum.
- Each half term a PSHE/computing lesson is dedicated to developing online safety awareness and to address the digital literacy element of the computing curriculum.
- Support from Shropshire IT Services for staff and also joint CPD through the SDG7.
- Use of Shropshire IT Services' equipment to ensure up to date equipment and developments

### Curriculum Impact

#### **This is what you might typically see:**

- A selection of apps is being used and/or selected by the pupils to investigate subjects, record their learning and demonstrate their knowledge and understanding of a topic.
- Children posing questions for research.
- Children problem solving and being enthusiastic learners.
- Children exploring the capabilities of different apps and software for an intended purpose.
- Use of iPads, laptops, video recording equipment and BeeBot.
- Children exploring different sources of information using QR codes or creating their own to showcase their work.
- Weekly newsletter, Tapestry and the school's website are being used to highlight the learning taking place in computing.

#### **This is how we know how well our pupils are doing:**

- Lessons are planned based on computing skills which are specific for each year group.
- Feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work within classes and around school.
- Integrated digital fluency using computers as tools of learning across the school curriculum.

#### **This is the impact of the teaching:**

- Children who are passionate by the use of information technology.
- Inquisitive learners.
- Reflective learners.

- Problem solvers.
- Children who are able to challenge themselves.
- Children willing to demonstrate their skills and understanding of computing.
- Children who are prepared to share what they have learnt in a variety of ways.
- Children who are able to advocate safe use of online technologies to promote inclusion, diversity and a quest for knowledge whilst being aware of how to keep safe and report concerns both at home and at school.

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