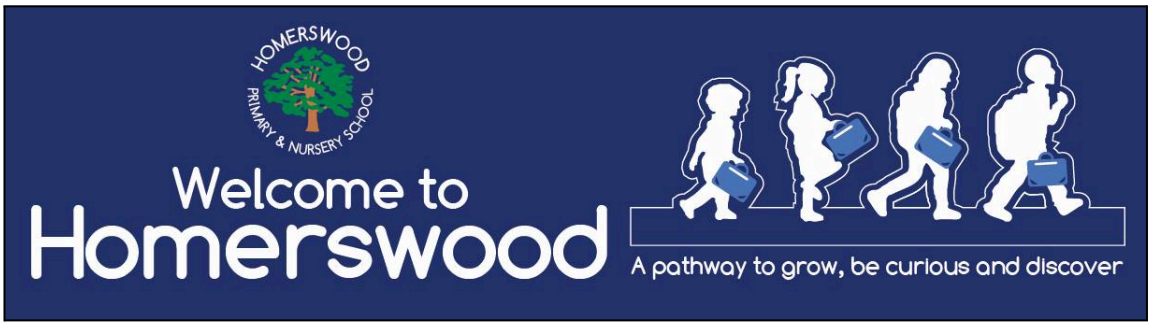

Computing Guidance

Homerswood Primary and Nursery School

Written: December 2023

Review: December 2024

Computing Guidance

Aims of the guidance

- To establish an agreed approach to what constitutes quality teaching and learning in Computing.
- To enable staff to identify key features of effective teaching and learning and help ensure they match the abilities, attainments, interests and experiences of pupils.
- To provide an agreed focus for the monitoring and evaluation of teaching and learning in Computing.
- To instil a love of learning and the ability to make connections
- To incorporate other aspects of the curriculum as outlined in the school's curriculum overview document.

Underlying Principles

The following principles form the basis of this document:

- The needs and progress of the learner are central to planning, delivery and assessment of the curriculum
- Learning promotes sustained progress and achievement for all pupils, including those with SEND, disadvantaged and most able pupils.

Intent

The National Curriculum (2014) states that:

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming."

At Homerswood, we strive to prepare all of our pupils for an ever changing and developing digital world by giving them opportunities to practise the skills and characteristics needed to become masters of technology. Our Homerswood Values and Golden Threads are intertwined within our Computing Curriculum of 'digital literacy', 'computer science' and 'information technology' where knowledge and skills are modelled and taught.

Pupils have a natural curiosity for technology that is nurtured at Homerswood, along with resilience, problem-solving and opportunities to collaborate with others. It is imperative that our pupils understand the positive and negative effects that using technology has on individuals, local communities, national communities and the wider world and how they can play their part in this.

The Purple Mash Computing Scheme of work is followed for our Computing curriculum. Pupils begin their understanding of technology in the Foundation Stage and it is anticipated that by the end of Upper Key Stage 2, pupils will have a good sense of responsibility and knowledge to be constructive users of technology and the confidence, challenge and aspiration to explore technology in innovative and imaginative ways. The Purple Mash scheme allows us to deliver a curriculum that is up-to-date, high quality and inclusive with cross-curricular links to other subjects.

Implementation

At Homerswood, for key stages 1 and 2, Computing will be taught once per week in a discrete computing lesson. In the foundation stage, computing will be taught through Child Initiated Learning and Teacher-Led learning, accounting for the Early Learning Goals [link to add].

At Homerswood, we have outstanding access to Chromebooks with a set of 30 for each class in Key Stage 2; a set of 30 for Key Stage 1 and 15 Chromebooks for Early Years. Pupils are provided with a Google account whereby they can access Google Classroom, Google Drive and other online Google products in a secured area of the Internet. Four computing sessions per year are dedicated to learning the capabilities of Google in Key Stages 1 and 2.

Homerswood have predominantly adopted the Purple Mash online scheme which is delivered through an explicit computing session once per week. The scheme is progressive year on year, using tools and programs that challenge and build on previous learning. The scheme is also responsive to the changing world. The scheme is further complemented through additional resources in school, such as coding tools and tablets and calendared days to provide a spotlight for computing. In addition, learning in other subjects can be demonstrated through the use of technology and thus enhancing skills of computing further with particular use of Google programs.

Teachers have flexibility within their planning to organise learning sequences as required. Therefore, if a class has a particular area of weakness this can be addressed quickly. Or if a particular learning sequence would enrich a learning from elsewhere in the curriculum, then this can also be adapted and managed.

Pupils are encouraged to use problem solving skills across all of their computing units of work. Children who demonstrate greater depth skills of understanding are encouraged to further their understanding through transferring their skills to other programs and platforms.

Pupils with SEND and those who are disadvantaged are supported in their learning through additional adult support, overlearning of skills, targeted groups for learning of digital literacy, vocabulary sheets, knowledge organisers and touch screen chromebooks.

Impact

At Homerswood, we strive for our pupils to enjoy the curriculum delivered. We want pupils to understand the impact that technology has so that they can make good, considered choices in the digital world with regards to their well-being, learning and the impact to others. Pupils are encouraged to share their learning with each other and to support each other where possible. Pupils will have the confidence to speak about their knowledge in computing and this relates to their worlds.

Teachers have access to a progression of skills document which ranges from Year 1 to Year 6. The foundation stage has access to a key skills document which links activities to the Early Learning Goals. This gives teachers a clear overview of the progression of skills children will achieve throughout each year group, within each unit taught. If children are able to achieve the learning objectives set, and work beyond these skills, they are deemed to be making good progress.

Each learning sequence is assigned with National Curriculum objectives and is assessed as it is delivered through observations and evidence stored online in Purple Mash folders. Teachers will assess each child for each learning objective with either “emerging”, “expected” or “exceeding”.

The four lessons of using Google Effectively, will be assessed and considered through pupils “digital literacy”, “ICT” and “computer science”.

Safeguarding Links

Digital literacy, including Internet Safety and well-being is embedded into Purple Mash and Google Curriculum taught across the school.

Children are support to:

- ☐ *Understand the importance of logging on/off and passwords*
- ☐ *To share information safely on the Internet*
- ☐ *To communicate safely on the Internet, via email and other technology*
- ☐ *To search the Internet safely and evaluate the validity of what is found*
- ☐ *To recognise the risks in using the Internet, including malware, identity fraud and spam emails.*
- ☐ *To understand that we leave a digital footprint with all technological uses*
- ☐ *To appreciate the importance of balancing screen time with other parts of their lives.*
- ☐ *To demonstrate responsible online behaviours and understand how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviours.*

- ☐ *To identify positive and negative influences of technology on health and the environment.*

Consultation

This guidance was written in conjunction with the National Curriculum and inline with the values of Homerswood Primary School.

Written by: Helen Bailey

Review Date: December 2023