



## Heathfield Schools' Curriculum Overview

### Computing

Subject	Intent	Implementation	Impact
<b>Computing</b>	<p>The computing curriculum will:</p> <ul style="list-style-type: none"><li>• Equip pupils with key skills to navigate the ever changing digital world including how to be responsible online citizens.</li><li>• Equipping children to be proficient in Computing Science, Digital Literacy and Information Technology.</li><li>• Develop pupils' confidence and independence when using technology.</li><li>• Develop pupils' sense of enjoyment around using technology and an appreciation of its capabilities and the opportunities it offers.</li><li>• Enable pupils' use of accurate computing vocabulary.</li></ul>	<p>Planning from Year 1 to Year 6 follows the scheme of work set out by Kapow which is designed with 3 strands which run throughout: Computer Science, Information Technology and Digital Literacy.</p> <p>The knowledge and skills of each year group follow the Kapow scheme of work.</p> <p><b>EYFS</b></p> <p>Planning in the moment invites children to explore technology including torches, headphones and Ipads, Use of computer programmes and technology (e.g. Busy Things and Beebots) promote computer thinking through a play-based environment.</p> <p><b>Key Stage 1</b></p> <p>Computing is taught weekly with lesson plans taken from KAPOW and adapted where necessary. Smartboard presentations are created to support with delivery of the lesson, with key vocabulary identified in purple. Computing is also used alongside other curriculum areas (e.g. for research purposes or to supplement the curriculum).</p> <p>Online safety is taught both in the Computing and PSHE curriculums in an age-appropriate way.</p> <p><b>Key Stage 2</b></p> <p>Computing is taught explicitly once a week and can be used to support other subjects in the curriculum on top of this. Lesson plans are taken from KAPOW and adapted where necessary. Each lesson plan is turned into a smartboard presentation to support the learning.</p> <p>WHALAs are used at the start of every lesson to make links to previous lessons in the unit or the last time a particular skill was taught. At the end of each lesson, an Afl plenary is used to assess the key knowledge and skills that should have been acquired.</p>	<p><b>Assessment:</b></p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information that informs data collection at the end of each term.</p> <p>In Key Stages 1 and 2 assessments occurs during lessons using AFL strategies. Teachers adapt planning as required.</p> <p>In KS1 recap starters are linked to previous learning to support children's learning journey. Plenaries are used as AFL to inform planning for the following lesson.</p> <p>The planning of WHALA's in KS2 promotes the links between the skills, and knowledge taught across the year groups.</p> <p>As well as this in KS2, an Afl plenary is used to assess the key knowledge and skills that should have been acquired.</p> <p><b>Monitoring:</b></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"><li>• "Pop ins"/learning walks</li></ul>

		<p>Termly lessons on online safety are taught in each year group. An online safety page, reminding the children of how to stay safe online, forms part of the school journal, and is referred to by staff and parents when necessary. Each term, a whole school assembly is delivered by a member of SST or the computing lead on online safety.</p> <p>Online safety is also taught within the PSHE curriculum in an age-appropriate way.</p>	<ul style="list-style-type: none"><li>• Work and planning scrutinies</li><li>• Pupil interviews</li><li>• Staff interviews</li></ul>
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