Intent

The computing curriculum will ensure that children will be able to:

- Develop as responsible, competent, confident and creative users of information and communication technology.
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

Implementation

The schools' computing progression document outlines the knowledge and skills that will be covered in each year group.

EYFS

A variety of objects and materials that work in different ways and with different purposes are available to the children at all times. This includes torches, headphones, iPads, objects that need twisting and turning. Discussions, trips and books help children become aware of objects at home and within the locality that are programmable or have buttons that need to be pressed e.g. pelican crossing.

Key Stage 1

Computing is taught once a week. The planning is taken direct from Kapow, adapted where appropriate and year groups then create smartboards to support the learning.

Lessons are a mix of theory and practical and do not always involve a computer. The laptops have been converted into Chromebooks. All staff have familiarised themselves with the Chromebooks and all relevant software involved. The use of Jit 5 and Busy Things (LGFL software) is used to support learning.

Key Stage 2

Computing is taught once a week. The planning is taken directly from Kapow, adapted where appropriate and year groups then create smartboards to support the learning. Lessons are a mix of theory and practical and do not always involve a computer. There is a trolley of iPads available to support learning.

Impact

Assessment

Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.

In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.

In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.

Monitoring

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:

- "Pop ins"/learning walks
- Discussions with children

An in-depth review of computing takes place every 2 years as outlined on the schools' review schedule.