



Overview and Policy of the Computing Curriculum 2021-2022

'Train up a child in the way he should go; even when he is old he will not depart from it.' - Proverbs 22:6

Outline of Subject Leadership in Computing

Intent:

The computing curriculum at St Mark's Catholic Primary School is designed to progressively develop children's skills in computing. This takes place through combining both cross-curricular and discretely taught lessons. It is our intention to enable children to find, explore, analyse, exchange and present information. We want children to know more, remember more and understand more in computing so that they leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

Implementation:

Each year group has a set of computing objectives that have been taken from the National Curriculum 2013. The computing curriculum is delivered through the 'Key Chain Computing' scheme. This ensures that there is a progression of knowledge and skills that children can build on each year.

Pupils begin their journey with technology in Early Years, with access to iPads, BeeBots and desktop computers. Teachers facilitate children's curiosity with challenge and modelling how to use the equipment carefully and safely.

In KS1 children continue their journey with the BeeBots, using them more precisely. They learn how to programme a BeeBot to reach a destination and begin to be able to debug when something doesn't work out the way they imagined. Coding then progresses from BeeBots onto a computer-based programme where children learn how to programme a variety of sprites.

In KS2, children continue this coding journey, not only making the sprites move, but interact with each other. As children progress up KS2 the coding becomes more complex and they are able to create basic games with code. Their digital literacy skills are combined with English, science, history and geography and work is word processed and presentations are created using PowerPoint.

All children learn about online safety and what to do if they encounter something which makes them feel uncomfortable as well as what personal information is and why it is important we don't share it with someone on the internet. They know how to keep themselves safe online and what to do if they come across something that makes them uncomfortable. KS2 are taught the difference between being a bystander and an up stander and the importance of reporting something they experience happening to themselves or another person, as in accordance with our Anti Bullying Policy and our Online Safety Policy. Upper KS2 understand the importance of media balance and appreciate that as they get older, they are more responsible for their online presence and how often they access a variety of forms of media.

Impact:

The impact of our computing curriculum can be seen on displays around the school, on the children's individual Seesaw accounts and in the Year group's individual portfolios.

We measure the impact of our curriculum using the following methods:

- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning on their individual Seesaw accounts
- Children's work saved onto their individual Seesaw accounts
- Children's work saved in the Year group's individual portfolios
- Interviewing the pupils about their learning (pupil voice).
- Class portfolios are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Children in Foundation Stage are assessed within Understand the World and their progress is tracked termly.
- Yearly data on the tracking system- Pupil Asset.

These results will show the children make sustained progress throughout their time at St. Mark's. We encourage our children to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact that computing has on their learning, development and well-being.