

Hambledon Primary School Computing Position Statement – Overview

Subject – Computing

Leader – Jess Costar

Curriculum Intentions & End Points:

To equip our children with a broad range of knowledge, skills and qualities to become successful and responsible learners, ready for the next stage of their education. We achieve these through developing learning values across all aspects of a curriculum that is cohesive, progressive and relevant. In Computing, this means that children will be developing their independent problem solving skills through debugging and developing their computational thinking. They will also be developing transferable skills, such as word processing, using research to build knowledge, and image manipulation that can benefit them in numerous future career paths. Furthermore, the curriculum must ensure children develop the understanding of how to use technology safely, responsibly, respectfully and securely, an imperative in an up and coming technological world.

Pupil Outcomes:

Pupil outcomes will be monitored through:

- Planning scrutiny - check for coverage against long-term overview. Planning should show progress within computing and build on previous years learning. Check progression against Progression of Skills document.
- Evidence Monitoring - check for consistency of work against planning. Check that skills learnt are being evidenced in the work produced.
- Pupil conferencing - are children finding computing purposeful and engaging? Are they able to verbalise their learning and what skills/knowledge they have gained from their learning?
- Observations of Computing lessons – are the children being taught key objectives? How is the progression between lessons?
- Photographic evidence (compiled within evidence folder)

Coverage:

- Analysis of long term and medium term planning demonstrated that all National Curriculum objectives were being met. This has meant adjusting of the schools plans to meet the challenges of a constantly evolving class structure. Further skills (outlined on the progression document) are identified in order for teachers to widen the children’s experiences and skills in Computing.
- Safer Internet Day focused on new guidance released from DfE in ‘Teaching online safety in school’ document. Staff then began to implement these ideas when teaching.
- Analysis of long term and medium term planning after Covid-19 closures by myself, and subsequent feedback to staff, allowed teachers to plan for any missed objectives to be covered and for those not secure to be revisited.

Sequencing & Progression:

Pupils in KS1 will begin by developing their Computing skills, focusing on building confidence and independence using a computer and applying these skills to manipulate images and present information in various ways. These pupils will begin by learning to control physical devices and use this developing knowledge of algorithms to create simple sets of code on the computer to control a digital device by the end of KS1. KS2 will further expand on this set of skills in more complex ways, beginning in Lower KS2 with integrating a range of more complex text and multimedia skills, such as sound, video and hyperlinks, when presenting information. They will build on their knowledge of algorithms, creating more complex games, incorporating sound and various inputs and outputs. By the end of

Areas of Development (Success Criteria & Evidence):

- Learning to show a clear progression of skills where children are building on their previous knowledge and developing skills and knowledge to benefit them in a wider community of people
- Outcomes in work (evident through work scrutinies) to demonstrate the schools intentions are being met and pupils are acquiring the key knowledge and skills ready for secondary school and the future.
- Children to be clear that computing is being embedded within their lessons

KS2, pupils will be able to create multi-levelled games and animations with moving images, building on their prior knowledge and understanding.

through other subjects and discretely. This is evident through pupil conferencing.

- Staff to be confident on how they might use computing within various subjects – have wealth of ideas on which to draw upon for planning, teaching and recording.

Quality of Implementation:

- Assessment/Next steps for children more obvious due to recent implementation of assessment system. Assessment system ensures that teacher's knowledge of skills covered and ability of individual children is clear and can be further built upon in further planning.
- Computing across the school supports the development of all of our learning values, as pupils are required to demonstrate resilience, respect, reflectiveness, resourcefulness and challenge whilst being creative.
- 2-year rolling programme for computing to ensure progression and coverage of different areas.
- Online resources have been updated (e.g. Purple Mash, Times Table Rockstars, Spelling Shed) in light of the new academic year. This included enrolling new students and re-assigning teachers.
- Implementation of 'Google Classroom' to set homework and home learning in the case of further Covid-19 closures. Parental/children's feedback was taken in response to successes/struggles of home learning (March-July) and work was adapted in light of this to further support learning.

Key Next Steps:

- Audit of computing resources in school (inc. software) kept up to date – this is to be kept in computing folder so all classes/teachers are aware of what resources there are and where they can be found.
- Staff reminded of resource provided on various resources that could be used and how these might be implemented within different subjects.
- Planning/Book scrutiny to see how computing is being used/embedded in curriculum – collect evidence and build an electronic portfolio.
- Subject leader to attend relevant courses to update subject development knowledge
- Evidence of work to be collected and stored in one place.
- All aspects of Computing to be taught each school year to show progression and appropriate pitch of skills and knowledge. Teachers to refer back to progression document/PowerPoint when planning.