

COMPUTING

INTENT

When planning and teaching computing at Malmesbury, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven in and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be at the forefront of new technology, with a thirst for learning what is out there. Computing within schools can therefore provide a wealth of learning opportunities and transferable skills explicitly within the Computing lesson and across other curriculum subjects.

Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life. Computers and technology are such a part of everyday life that our children would be at a disadvantage would they not be exposed to a thorough and robust Computing curriculum. Children must be taught in the art form of 'Computational Thinking' in order to provide them essential knowledge that will enable them to participate effectively and safely in the digital world beyond our gates.

IMPLEMENTATION

- Computing lessons are taught once a week in KS1 and KS2.
- In EYFS, through the 'Understanding the World' area of learning and development, children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about technology.
- Yearly overviews are provided for teachers to show what stage of learning each year group is at and where they need to get to by the end of the year.
- Medium term overviews are planned so that progression in development of knowledge is clear.
- Medium plans indicate the three units of work that are taught, an outline of the individual lessons that cover each unit, what software and hardware is used and the outcome of each unit.
- Teachers' use the Twinkl Computing scheme of work to deliver the computing curriculum.
- Children in KS1 and KS2 are taught three units of computing a year to cover the three areas of the computing curriculum.



IMPLEMENTATION

- In the autumn term, children in KS1/KS2 study the Information Technology stage of the curriculum, which allows them to develop word processing, presentation, 3D modelling and movie making skills. Alongside understanding how to create, store and collect digital data.
- In the spring term, children in KS1/KS2 study the Computer Science stage of the curriculum, which allows them to develop coding and programming skills. Children are taught to design, write and debug programs that accomplish specific goals.
- In the summer term, children in KS1/KS2 study the Digital Literacy stage of the curriculum, which allows them to use technology safety, respectfully and responsibly. Children are taught how to stay safe online.
- Online safety lessons are taught explicitly at the start of each unit of the computing curriculum and where possible relate to the unit being taught.
- Reference to online safety is made during regular lessons where appropriate to the lesson being taught.
- Safer Internet day is celebrated every year where children participate in assemblies and activities that promote responsible online users.
- Children access the computing curriculum through the use of Chromebooks and iPad.
- Work is saved through Google Classroom.

IMPACT

The design of our curriculum is high quality, well thought through and planned. The impact of this is measured and this information will be monitored by the Computing Subject Leader; this data is used to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. The impact is measured in a number of different ways:

- Learning walks and lesson observations
- Looking at children's saved work
- The pupil's voice about their learning

After the implementation of this robust computing curriculum, children at Malmesbury will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is



IMPACT

that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

