Computing Expectation Document 2022-2023

Intent

At Broadway, beginning in the Early Years we intend to facilitate children in finding, exploring, experimenting, analysing, and presenting information safely through our computing curriculum as well as cross-curricular links.

Computing skills taught encourage children to be confident, creative and independent learners, it is our intent that we provide our children with the opportunity to achieve this and become equipped with the necessary knowledge and skills to become digitally literate so that they can participate in an ever changing digital world.

We encourage staff to try and embed computing across the curriculum when appropriate and beneficial to learning.

It is our intention to provide all of the above alongside a responsible, respectful, and safe digital learning environment.

Implementation

Our Computing Curriculum is taught using the South Gloucestershire Scheme for learning as a guide which plans for the requirements of the National Curriculum. Staff are also encouraged to be creative with the planning and delivery of computing whilst ensuring the intended curriculum as set out in the curriculum breakdown and the progression of knowledge and skills is being taught.

Our comprehensive curriculum breakdown and the progression and skills document show what is taught and how best embed and cover every element of the computing curriculum. This document begins from Early Years and continues throughout KS1. The knowledge/skills statements build year on year to deepen and challenge our learners.

Areas of implementation are: Word processing, data handling, presentations, web design and eBook creation, animation, video creation, photography and digital Art, augmented Reality and Virtual reality, sound, computational Thinking and coding and programming. Within the E-Safety strand areas taught include: self Image and identity, online relationships, online reputation, online bullying, managing online information, health, well-being and lifestyle, privacy and security and copyright and ownership.

Children in the EYFS are given opportunities to develop their knowledge and understanding of Computing through adult lead and child initiated activities.

Presentation and Recording
- Any paper recording will have a sticker with the learning objective and date (may be added by the children) stuck in the books, (Mainly E-safety)
- All books should have a marking policy stuck in the inside cover.
- Teachers should make use of a range of APPs and programmes to capture children's learning (for suggestions see progression of skills document)
- SeeSaw and Purple Mash will be used to save work digitally.
- Code for Life will have coding progress saved in individual logins for Year 2.

Coverage:
- Curriculum breakdown and the progression of knowledge and skills show how the subject is planned and sequenced.
- The equivalent of approximately 1 hour per week is used for the teaching of computing, however teachers can use their professional judgement on how best to deliver this , e.g. in a block of time.

Environment:
- E-safety rules should be displayed in classrooms for children to refer to throughout the year.
- Class I-pads, at least 1 between 2 in KS1 and a set for EYFS group work. Apps and programmes as listed on 'The Progression of skills' document.

Assessments:
- **At the start of most lessons:** Children will participate in a review, recall and remember discussion which support the children to recall and discuss learning from the previous year, term and lesson. In Y2 children may complete a quiz which includes up to 3 questions based on the core knowledge identified in the curriculum breakdown (if a quiz is used the review grid will not be used).
- **Within each lesson:** Assessment for learning strategies (questioning, oral feedback, self-assessment, peer assessment, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.
- **At the end of each lesson / unit:** teachers will use a tracker to identify children who have not met the learning objective within lessons and those who have demonstrated mastery. This tracker gives an overall assessment of the children within the topic assessed against the learning objectives covered.
- **At the end of the year:** In the summer term, teachers use their assessments from all the units of work to make an overall judgement upon whether each pupil is working at, above or below the expected level and reports this to parents.

SEND / Vulnerable Pupils
- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.

Impact

To gain an overall picture of attainment in computing across the school, the subject leader regularly undertakes a range of monitoring including pupil voice, learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

Our consistent and knowledgeable approach to computing creates children who are digitally literate in this ever changing world. Children enjoy their computing lessons and are confident to use a variety of technology in different ways.

Children know how to stay safe on the internet and are responsible, respectful, and safe digital learners.