

## **Computing**

### **Intent**

At Barcombe Primary School, we are committed to developing learners that are fluent users of technology. A fluency underpinned by the acquisition of computing skills, an awareness of the opportunities presented by technology and the confidence to work resourcefully with this knowledge. We believe it is essential to prepare children to not only thrive in but also contribute to life in the 21st century. Empowering learners through technology enables young people to shape their futures and respond innovatively to the challenges of their generation. This philosophy is the heart of our provision.

### **Implementation**

Any use of technology in lessons should be carefully planned for and the purpose of use should be clear to both the teacher and children. Pupil progression is essential and developing a deep understanding of a learner's ability and experience using and applying computing skills will maximise engagement and achievement. It is very probable that the majority of learning within the computing curriculum will take place beyond the classroom and it is certain that a significant proportion of pupils will be accessing and sharing information through platforms unfamiliar to teachers. The way children learn through and with technology has changed and we must be openly responsive to that change. Pupils are learning without us and beyond our walls and it is our job to foster this independence. Schools should be a catalyst to embrace this rather than obstruct it and we believe it is our role to connect with this new way of learning instead of conflicting it.

Teachers have access to the 'Purple Mash' scheme of work which sets out the key knowledge and skills that pupils should acquire within each year group. The scheme provides a yearly unit overview, lesson plans, resources and signposts child friendly software and hardware that could be used to support achievement in the subject. It also facilitates personalised learning whereby teachers are able to assign and match pupil tasks to their starting points and needs. The scheme is an advisory scheme and it is expected that all plans are reviewed and where necessary, adapted to facilitate equitable rates of progress and achievement for children. Teachers have the flexibility to be creative and innovative with the teaching of computing and may wish to deliver cross curricular computing lessons or units of work they have planned, outside of the scheme.

Valuing the curriculum subject 'Computing' in its own right is of paramount importance. It is expected that one explicit lesson of computing is taught each week in each class from year 1 to 6. Although the lesson may be cross curricular in content, clear knowledge and skills from the computing curriculum must be developed and outcomes for pupils identified. Within the Early Years classrooms, teachers are responsible for ensuring that the learning environment provides pupils with the opportunity to select from a variety of technology independently. Pupils should be taught how to use a range of software and hardware including understanding the function of devices, to enable them to make informed choices about how technology can be used to perform a specific task or support their learning.

## **Impact**

### **Assessment**

Using Purple Mash, we expect that learners will develop embedded knowledge and skills across the computing curriculum and as a result will achieve well. Assessment will be completed using the school's assessment system. Assessments will be undertaken summatively during Summer Term 2 and teachers will be supported in reaching accurate and meaningful judgements using the assessment guidance within the Purple Mash scheme. The data collected will allow subject leaders to identify areas of strength and weakness and inform future action planning. Data should also be shared by class teachers during pupil handover meetings to ensure any gaps in learning are plugged in the new academic year.

Purple Mash enables pupils to create an electronic record of their work including data and scores attained during assigned assessments. This allows teachers to root their assessment of pupils on a strong evidence base and facilitates moderation of assessment by subject leaders.

### **Monitoring and Evaluation**

Monitoring of the standards of children's work and learning in Computing is the responsibility of the subject leaders. Timetables will be routinely monitored to ensure breadth and balance in the teaching of the subject and long, medium and short term plans will be reviewed to ensure curriculum coverage.

Strengths and weaknesses are recorded and fed back to the teachers individually. This alongside data analysis of pupil attainment impacts on the computing action plan which is fed back to the SLT. Monitoring of Computing lessons and the use of technology to enhance learning happens routinely throughout the school year.

The subject is monitored and developed in the following ways:

- Reviewing computing assessment trackers to monitor progress and attainment
- Computing lesson visits
- Pupil work scrutiny
- Professional and collaborative discussion with staff and pupils following learning walks and pupil work scrutiny
- Team teaching and demo lessons
- Pupil voice surveys
- Staff Questionnaire