Countess Gytha School Curriculum Statement – Computing		
Intent	Implementation	Impact
At Countess Gytha Primary School we aim to fulfil the requirement of the National Curriculum for Computing by providing a broad, balanced and exciting curriculum which is inclusive of every child. At the heart of Computing is the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Our Computing curriculum is designed to develop these concepts, knowledge and skills so that the children progress in their understanding and gain skills which will transfer into their daily lives both in and out of school. At Countess Gytha Primary we believe that computing is an essential skill in a developing digital world. Computing at Countess Gytha Primary should prepare our children to have the computer literacy and transferable skills to succeed. Our ambition and intent for computing is to develop independence and courage in our children to solve problems systematically.	Computing at Countess Gytha is taught in discreet computing lessons. The computing curriculum is delivered through our own scheme of work: based upon the Teach Computing nationally recognised and supported scheme of work. Every lesson has been individually planned so that it can be effectively taught using the infrastructure we have in place at school and so that it can meet the needs of all our pupils. Each class outlines their Computing coverage in their long-term yearly plan using National Curriculum guidance. These plans are further detailed in medium plans as appropriate. Computing coverage is highlighted in a whole school yearly overview document to clearly view the different primary language topics and skills taught in each class. Split year group class teachers work closely together, using The National Curriculum, to ensure that all children will cover every element required and to minimise repetition of learning. Rolling programmes have been developed to ensure all children have met the aims of the National Curriculum in each key stage. Teachers use a whole school Computing progression document to support their planning and to ensure that key knowledge and skills are taught in line with the National Curriculum. All staff have a copy of the Teach Computing Progression Map to support them in their planning and can ask the Computing Coordinator for support should they feel this is needed. A key part of implementing our computing curriculum is to ensure that safety of our pupils is paramount. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children have a right to enjoy childhood online, to access safe online spaces	Children will make at least good progress and we intend for the impact of our Computing lessons to be broad and develop children's skills and understanding digital technologies and the wider technologies that underpin them. As children progress though the school they develop knowledge and understanding of a wide 'ecosphere' of technologies, including tablets, laptops and other Audio-Visual equipment. Likewise, children will be exposed to events and experts in Computing which will further provide prominence to Computing. Regular work monitoring and pupil voice will ensure that the impact of lesson is maintained at a high standard.

	and to benefit from all the opportunities that a connected world can bring them, appropriate to their age and stage. Online safety and responsible use of technology are topics covered in computing and PSHE lessons, assemblies and during events such as Safer Internet Day. As a school we are planning to develop Digital Leaders, who will ensure some children will be able to show their talent in Computing and ensure the wider pupil body have contemporary role-models for the safe and effective use of digital technologies. The Digital Leaders will also ensure that Computing has a clear pupil voice and presence of advertisement across the school.	
What does this look like before the teaching begins?	What does this look like in the class?	How will this be measured?
The Headteacher will: Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. Provide sufficient funding to ensure that implementation is high quality. Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching.	**The Teachers will:** Teachers use a variety of teaching and learning approaches to allow all children to access the curriculum as well as modelling the required elements of practical Computing to ensure children understand the knowledge and skills needed to be able to apply this themselves to their own learning. Teachers ensure that vocabulary and terminology is used throughout the teaching of their specific Computing topics, to ensure children understand these words and can use them confidently in their own learning. Though high-quality teaching we aim to develop the following characteristics of a good user of Computers/technology: ❖ To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation	**The Pupils will:** Engage in and enjoy Computing lessons and ensuring pride is taken in their work. Children understand key Computing topics, with a minimal expectation to be able to understand and create simple code in block languages as well as create multimedia pieces, selecting appropriate software to do so. Additionally, children will be able to explain basic concepts of the technologies which

Facilitate appropriate CPD to develop teachers understand of Computing in the primary classroom.	❖ Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ❖ Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ❖ Children are responsible, competent, confident and creative users of information and communication technology.	underpins the devices they will use in/out of school. Children can discuss what they have learnt in Computing and use their skills in lessons or Computing days/events.
The curriculum leader will: · Understand and articulate the expectations of the curriculum to support teaching and support staff in the planning and delivery of primary Computing lessons across the school. · Ensure an appropriate progression of skills is in place, which supports pupils in their development of Computing and in their ability to retain information and link it other areas of learning in Computing or how it links to other areas of learning such as Maths or Science. Furthermore, the curriculum leader will support the class teacher in identifying children who can enhance and extend their learning if this is relevant. · Monitor standards through lesson observations focussed on pupils learning and work sampling.	**Other staff in conjunction with the class teacher will:** · Help to plan carefully structured learning to ensure they meet the needs of all pupils in their groups. · Assist in delivering additional enrichment opportunities to the class through a cross-curricular approach where possible such as themed days, school trips or in school visits. · Where appropriate, personally pursue support for any particular subject knowledge and skills gaps prior to teaching. · In conjunction with curriculum leaders, ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. - Know where to find resources or who to contact to obtain resources to ensure lessons are high quality. · At the request of the Head Teacher or curriculum leader in conjunction with the Head Teacher, will attend all relevant training and pit into practice any new ideas or initiatives which will promote Computing teaching.	**The school corridors and/or classrooms will:** Provide appropriate informative displays about a Computing topic. Display work which showcases the children's understanding of their Computing learning. Provide topic specific support through word mats or displays which enable children to work is thoroughly and independently as possible. Be organised and structured appropriate to the age range and ability levels of the children.

· Provide regular training, updates or pathways to support for all staff which addresses elements for development identified through rigorous monitoring. · Ensure that the subject is suitably resourced, in conjunction with the Headteacher.		Show supportive resources which can extend children learning and scaffold their learning to allow them to become immersed in their primary Computing lessons.

Displays and books will show:

Computing at Countess Gytha will produce some printed work, but the majority is expected to be completed/created using the digital devices available to the children. Children will use their individual Microsoft accounts to store and record their individual work efforts and similarly, when using online programmes, such as coding platforms, children – wherever possible – should have their own individual accounts to ensure the clear record of progress for individuals or groups. Combined, these will demonstrate the children's requirements of the National Curriculum.

Children can discuss their understanding at the end of each lesson with teaching staff and their peers and have the opportunity to ask further questions. Children also have a chance to evaluate their learning ta the end of each topic through class discussion.

As children progress through the school, it is desired that they develop an understanding and appreciation for a range of coding languages and other technologies which in some cases, will be in conjunction with local secondary choices.

Computing understanding is also developed at least annual Computing Days. These have included involvement in 'Hands On Computing Day' and 'one off' days where the children have worked in their house groups to celebrate Computing.

These days as well as weekly Computing lesson have developed the children love of all aspects of Computing and helped to raise the profile of Computing within our school.

Early Years:

Computing in the Early Years follows the learning objectives set out in the Early Learning Goals. Children are introduced to a range of first-hand experiences.

The computing concepts covered in Early Years include the following:

Using everyday algorithms (such as remove toothpaste top, squeeze toothpaste on brush etc); Reading and following symbol sequence algorithms (such as PE cards – jump step etc); Making a bee-bot or robot move; Operating simple equipment and making choices about the buttons to press; Following simple everyday sequences of instructions; Exploring simple repetition in dance; Talking about technology used at home and school

Online Safety:

Every computing lesson includes an element of online safety and each half term, the pupils focus on one aspect of the SMART rules in detail (Safe, Meeting, Accepting, Reliable and Tell). Lower key stage 1 children learn to tell an adult if they see anything worrying online. Year 2 learn that not everyone is who they say they are on the internet and that any websites they are using should be checked by an adult.

The focus of staying safe online is continued in lower key stage 2, as well as developing knowledge and skills using the Project Evolve learning platform. Major topics include understanding of how to report content, navigate or turn off chat forums on websites and that anything that is posted online can be seen by others. During the cross-curricular unit in year 4, pupils learn about how music is copyrighted. Upper key stage 2 focusses on the reliability of information on websites and more detail on how websites are ranked by search engines. In year 6, pupils consider the emotional health and wellbeing (Including discrimination) of online behaviour and the impact of social media.