Computing Vision 2023

Intent

At King's Meadow we have a clear and simple vision: the children should be online-safe, online-inspired and online-confident.

We recognise that as a school we have a responsibility to prepare the pupils for their future by improving their knowledge of and understanding of how imperative technology is as an aid to learning and the real world beyond school.

As computing is an increasing part of life today, it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. We promote a positive attitude towards the subject so the children are ready for future digital challenges. The use of ICT will enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

Children will leave King's Meadow:

- Confident in the use of a range of different technologies
- Knowing about and where to go for any online issues
- As creative and logical programmers
- Fluent in a range of tools to best express their intended outcomes
- As kind and safe users of the internet

Children of all abilities and backgrounds will have access to an individual Chromebook to maximise the learning experience within lessons and provide them with a safe space where pupils can access and interact with the digital world. We will ensure that children develop a respectful and responsible attitude towards using information technology especially with regards to their own and others safety.

At King's Meadow School, children are taught computing in accordance with the National Curriculum. Our computing curriculum is taught from EYFS to Year 6. These skills are built upon year on year, until the end of Key Stage Two where children will emerge accomplished and computational thinkers.

Implementation

E-Safety is at the forefront of all our lessons, and we ensure that time is spent every week to discuss and learn about different situations that may occur online and the best actions we can take to keep us safe. To do this, we start every lesson by spending 5-10 minutes to look at a situation or topic to remind the children of E-safety. The topics we cover through these starters are:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, Well-being and Lifestyle
- Privacy and security
- Copyright and Ownership

We also engage fully with E-Safety Day each year and make sure that support is provided to parents through newsletters and information evenings.

Our curriculum then follows the structure set out by the National Centre for Computing Education. This involves six units per year group that contain structured coherent lessons ensuring progression through a module and throughout the school. Each module fits into one of the four main themes which make sure that the NCCE's taxonomy of ten strands of computing are taught in each year group. The four themes our modules follow are:

- Computing systems and networks (one unit per year)
- Programming (two units per year)
- Data and information (one unit per year)
- Creating media (two units per year)

To achieve all of this, our classrooms are resourced with a wide range of technology to support the children's learning. This includes:

- A multi-touch whiteboard and laptop in all classrooms
- A shared class set of Chromebooks per Key Phase allowing independent use of a computer.
- A shared set of iPads per Key Phase
- Two class sets of micro bits for physical programming
- A set of bee bots and pro bots for programming toys
- A stop motion set including a green screen
- Regular use of VR headsets

Most of the work on the computers is set through Google Classroom allowing the children to access their learning quickly, share resources and to work collaboratively if needed.

Impact

Through the teaching of computing, our children are all able to confidently and safely use information technology to support and enhance their learning.

We assess the children's ability through formative and summative assessment.

Every lesson includes formative assessment opportunities where the teachers can recognise misconceptions early and address them quickly. The learning objective and success criteria are introduced at the start of the lesson and an opportunity for pupils to self-assess themselves against them is also included at the end.

At the end of every unit, there is a summative assessment completed. This is either in the form of a multiple-choice test or a rubric (a tool to help assess the children based on the outcomes of a project.)

Both the formative and summative assessments help to inform the teachers judgements about the attainment of their class.