# Strawberry Fields

# Computing Curriculum Statement

## Intent

The primary intention of the computing curriculum at Strawberry Fields is to ensure children have a solid understanding of how to use different hardware and software and an excellent depth of knowledge about E-Safety. Our children will leave Strawberry Fields being able to use computers and the internet competently and safely, setting them up for the future and the next stage of their education. When our children enter the workforce in the future, it is likely that there will be jobs available there that don't exist today.  Many of these jobs will require a high degree of digital literacy. At Strawberry Fields Primary School our aim is to give the children the foundations, knowledge and skills to work with technology in an ever-growing technological world, and a passion for computing moving forward.

Our curriculum will:

- Support children in understanding how to use the internet safely and responsibly and what to do if they feel unsafe or uncomfortable
- Support the children in understanding what algorithms are, how they are used on digital devices and how to recognise, create and correct them
- Allow children to create and debug a simple program and work with various forms of input and output
- Encourage children to use logical reasoning to predict the behaviour of simple programs
- Support children in using technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Help children to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Support children in using search engines effectively and evaluating digital content
- Encourage children to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## Implementation

'Teach Computing' from The National Centre for Computing (which was introduced by the Government) is used in school to deliver our computing curriculum. Delivery of this scheme covers all of the requirements set out by the National Curriculum.

https://teachcomputing.org/curriculum

Additional to this we will cover E-Safety and how to use computers safely both in our homes and in school. This will be taught specifically through Safer Internet Day, however it will also form an element of all of our computing lessons and will be a frequent conversation we have with the children when relevant situations arise. In addition, keeping safe online will be addressed through our RSHE curriculum.

Each class in school is timetabled a one hour slot each week in the ICT suite to support the delivery of the computing curriculum. Some lessons will make full use of the ICT suite and the hardware provided and some lessons will be classroom based looking at the 'unplugged' aspects of computing. A discrete computing lesson will be taught to each class (From Y1-Y6) every week.

Additional to this, some classes may choose to make use of the class set of tablets we have in school to facilitate the delivery of the Teach Computing curriculum.

This year we plan on trailing the implementation of 'digital diaries'. These will give the children opportunities to record their progress in from each computing lesson. The children will independently document what they have achieved/what went well in the lesson and will make note of something they would like to improve on moving forward.

In Early Years, we are beginning to implement the 'Barefoot Computing' curriculum. This supports children in developing the very basic foundations needed to understand computing moving into Key Stage One. It focuses on problem solving, following instructions, giving instructions and grouping. Alongside this, we also discuss E-Safety and how much time is an appropriate time to spend using technological devices. We talk about the impact of using screens for prolonged amounts of time and other alternative things we can do to entertain ourselves and live a healthy lifestyle.

The computing curriculum we embed ensures that children develop skills in a progressive manner ensuring that children in each phase are building on the learning from the previous phase. As we are a one and a half form entry school the children will be taught computing on a rolling program over two years.

Impact

The impact of our computing curriculum is assessed through:

- **Pupil voice conversations**
  Are pupils able to explain and/or demonstrate their learning at an appropriate level? Do they use appropriate vocabulary when discussing what they have learnt in computing?
- **Monitoring**
  The computing lead will drop in on computing lessons delivered in classes throughout school, they will have discussions with children during their lessons how what they have achieved and what they would like to improve on
- **Assessment**
  The children will use digital diaries to record their progress, the computing lead will have discussions with class teachers about the data to moderate judgements
- **Quality of work**
  The outcomes observed in computing lessons will be key to formative assessment decisions.

Where the observations, monitoring and assessment listed above suggests that our curriculum implementation is not delivering the required outcomes, the computing leader will work with the

senior leadership team, phase leaders and individual class teachers to investigate where changes can be made or support can be offered – for example, through ensuring progression frameworks are correctly structured, auditing resources, or by providing high quality CPD.

Like all areas of curriculum, our computing curriculum offer is constantly evolving, a working document where changes can and will be made if this will support better outcomes for our children.