Buckden CE Primary Computing Subject Guidance

It is our intention to help children develop skills and knowledge that will equip them with the skills and attitudes to prepare them for life in our ever-changing technological world. We aim to build on children's enthusiasm and practical skills involved in computing and programming.

Purpose of this statement:

- To establish an entitlement for all pupils in the subject of *Computing*;
- To establish expectations for teachers and pupils
- To promote continuity and coherence across the school;
- To promote a shared understanding of *Computing*, within the community;
- To explain how *Computing* is taught in Buckden CE School
- To give further guidance about Computing.

Entitlement:

All pupils, appropriate to their ability, have the entitlement to:

- an awareness of Computing and its use in the world around us;
- competence and confidence in computing knowledge, concepts and skills;
- initiative, an ability to work both independently and in cooperation with others;
- an ability to communicate computing with others using correct language;
- the ability to complete a variety of computing tasks in ways which are appropriate to their age, ability and the task;
- an ability to apply previously acquired concepts, skills and knowledge to new situations;
- encourage and enable pupils to offer their own suggestions, be creative in their approach to computing and gain enjoyment from their work;
- encourage children to understand computing terms and be able to use computing within their work;
- assess and engage with their own learning.

Time Allocation

Computing is taught in standalone lessons but also through cross curricular activities to ensure that the skills children learn within computing are transferable from one situation to another. Reception follow the Foundation Stage Profile which took out their stand of Technology from Understanding the World no longer need to teach it explicitly instead it is taught through other strands such as Personal, Social and Emotional Development, Physical Development and Expressive Arts and Design

Teaching and Learning

The National Curriculum forms the outline of teaching and learning in computing for KS1 and KS2, with the Foundation Stage Profile covering the necessary criteria for Reception. Teachers work towards independent learning, and plan for different working groups e.g. whole class/small group/paired/individual.

Each year pupils cover the following areas;

- Computer Science
- Information Technology
- Digital Literacy

Computer Science:
Pupils are taught;

- To create and debug code referred to as algorithms and programming
- To input and process data and analyse the output
- To understand systems; how parts of a computer work together, and how technology works together to create a network.

Information Technology:
Pupils are taught;

- How to create and use Digital Artefacts such as presentations, spreadsheets, 3D models or Animation
- How to use Computers safely and legally. Focusing upon how it is used in a variety of ways and why technology is used.

Digital Literacy:
Pupils are taught;

- The mechanics of computers
- Searching for and selecting information
- E-safety

British values

As with all areas of the curriculum, computing is an area that promotes our school British values. Through teaching the same use of internet and how to keep ourselves and others safe we are ensure that children respect the cultures and beliefs of others as well as understanding the consequences to their own actions.

Expectations

By the time children leave our school, we expect them to have developed their computing skills which can be adapted to use in everyday life. All pupils will also have a solid understanding of computers, networks, using computers, net searching and coding.

Children should be making 4 steps progress across the bands within the year.

Inclusion

All children receive quality computing teaching through the curriculum and activities are differentiated accordingly.

Teachers will identify any pupils who may require targeted support and ensure that their needs are met when planning their lessons. Equally those that require a challenge to extend their learning will be given appropriate opportunities. Computing helps support a wide range of conditions as it allows children to access tools that they would otherwise not able to. Therefore, teaching them safe use of technology is incredibly important to help them in their lives.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment Guidance.

- Teachers report to parents twice a year at parents' evenings and an annual written report to parents.
- Ongoing assessment in the form of Insight used to aid the half-termly teachers assessment, these are moderated through staff meetings.

Teachers use Assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Assessment for learning is a powerful means of helping teachers and practitioners to tailor their teaching to get the best improvement for each child. Key elements include:

- Learning opportunities and success criteria clearly identified on planning ;
- Evidence of continuous assessment taking place in lessons and informing planning: use of whiteboards, informal checks on learning and discussions with pupils
- Identification of next steps for learning and discussion with children;
- Involving pupils in peer and self assessment;
- Time for evaluation, reflection and discussion of learning strategies;
- 'Talking learning and progress' on a regular basis;

Analysis of assessment data is used to track individual progress and set end of year targets. It is also used to identify vulnerable groups.

Resources

- Computing resources are kept in a central location which everyone has access to.
- The resources available enable pupils to experience the required areas of the curriculum and develop their scientific enquiry skills.
- Laptop trollies.

Review

This statement will be reviewed regularly in order to reflect current trends and practice.