



Computing – Impact – What

Children to learn to use a range of electronic and practical resources, such as; iPads, Chromebooks, BeeBots.

The transition to secondary is smooth as children know how to use technology effectively.

Computing – Implementation – How

High quality teaching that is appropriately pitched to individuals

Computing – Intent – Why

- For children to have the skills required to be digitally literate and safe.
- Teachers to feel empowered and inspired to
- All pupils to be masters of technology and to be creators not consumers
- To provide children with guidance and support to develop their understanding of how to stay safe online in the digital world
- Provide opportunity for children to discover an interest and potential unique talents in computing, building confidence and nurture well-being
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum
- Widen children's vocabulary both in terms of technical language but also descriptive language through their experiences in computing
- Our curriculum intentions are best summed up in our drivers: **Believe; Equality; Lifelong learning; Ongoing respect; Nurturing; Growing in faith; Independent; Never giving up/perseverance; Gaining new experiences – B-E-L-O-N-G-I-N-G**

Follow a clearly sequenced and progressive program of study based on the Purple Mash Scheme of Work, National Curriculum and Chris Quigley objectives.

Children given opportunity to develop a range of computing skills – using the main strands of computing curriculum
Digital literacy, Computer Science, Information technology

Succinct assessment based on key milestones supported by Chris Quigley Essentials curriculum which ensures learning is well pitched and matched to individual needs.

Children understand how to be safe online and in the digital world

Children have an understanding of their digital footprint and the impact of this

Children can apply their computing knowledge to other areas of learning – integrating the use of technology into their daily learning.

Children demonstrate an interest in technology and applications and know how to use these with daily life.

Children are confident in using and understanding technology in our digital world.

Children are prepared for the next stage of their computing learning and are able to further apply these computing skills.

Pupils increase their use of computing and technical vocabulary across the curriculum.

Specific teaching of vocabulary to support understanding and enrich children's language

Cross-curricular links used to allow children to experience how computing can fit into the wider world.

E-safety lessons are explicitly taught to develop children's knowledge and understanding of being safe online both by school staff and experts.

Children have an understanding of how computing impacts on daily life and the wider community

Outcomes at the end of Key Stage 2 are in line with other subjects and progress in computing is evident