



Statement of Practice for Computing

INTENT

Place of Computing in the Curriculum.

At St Matthew's, Computing is taught in line with the National Curriculum through the Bolton SICT Scheme of work. There are four key strands: Digital Citizenship, Digital Literacy, Computer Science and Information Technology. Each strand develops knowledge and skills that are needed now and in the next steps of education and life.

This scheme places Educating for a Connected World at the centre of its work on the teaching of Digital Citizenship and PHSE across all year groups. Online safety is a key focus on Digital Citizenship, but it is by no means the only focus. Children are taught how to conduct themselves online and to make the digital world a positive one.

The world of computing changes constantly and so it is important that the curriculum keeps pace and therefore the place of Computing within the school needs to be reviewed regularly.

Planning

The Bolton SICT Scheme plans for provision from the EYFS up to Year 6 in each strand. In EYFS, Technology is an aspect in the specific area of Understanding of the World. Bolton Schools ICT Curriculum team developed a flexible working document to support staff in each year group when planning computing lessons, giving them a clear overview of learning objectives, progression and assessment. The long term plan is the same for each year group and this includes a review or an extension of one of the strands within the Summer Term. For each strand, in each year group, there is a medium term plan with guidance and resources. This includes the sequence of teaching through a unit and the objectives that need to be covered. Digital Citizenship and PSHE's living in a wider world objectives have been aligned and are taught as part of the Computing curriculum. Medium-term plans are being expanded to include further detail on the content of each session and will be updated as this is completed for each unit.

IMPLEMENTATION

Timetabling/Unit Planning

Each strand of the Computing curriculum builds on prior learning and this forms the basis of the planning. The Aims of the Framework: Education for a Connected World is to enable the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. In addition, the ICan statements in the medium term planning have been developed using resources from the National Curriculum, Education for a Connected World, NAACE and CAS.

In most cases, children will be taught computing for one hour each week. However, where STEM boxes have been hired or children attend computing enrichment days, this may require more intense teaching over a shorter period of time. Opportunities to apply skills should be sought across the curriculum, but they should not replace the discrete teaching of skills.

Teaching and Learning

Computing is taught through high-quality whole class lessons, then children are given opportunities to work in pairs or individually when using laptops or Ipads, and in groups when working with other technology.

Most learning will involve the children being taught a new skill and then being given opportunities to apply this new knowledge. This takes place over several sessions therefore saving work and working within the same groups is important for continuity.

In order for children to make the most of the time they have available, they need to develop the skills to log on independently in Year 1 and then secure this in Year 2.

Project Evolve is a resource recommended by Bolton SICT to teach the strands, Digital Citizenship, Information Technology and PSHE (living in the wider world) and this resource is used from Reception up to Year 6.

In the KS2 strand Computer Science, CS First Google Education resource is used to support teaching. This is helping teachers' confidence and workload when teaching this strand. Units have been assigned to cover the specific year group learning and enables pupils to work independently and pupils lead learning adaptive to their skills. In addition, there are additional add-ons to further embed the learning and challenge the more able children.

Recording of children's work

For Computing, work will be saved within the programme being used. For example, in Purple Mash, the children have their own individual folders to save work in. Other work will be recorded through photographs or film and these will be saved on the school 'server' and some will be recorded in books and where this links to PSHE, this will be recorded in the PSHE floorbook. Planning should reflect where the recording will take place. Children learn to save their work independently and the teacher will indicate the file name and location to use.

Checking for understanding to support teaching and learning

It is important that children retain the knowledge they have gained in computing and can apply it to future experiences. This includes their knowledge about Digital Citizenship which needs to be applied to everyday experiences both inside and outside of school and understand this means being a good citizen both offline and online.

Inclusion

At St Matthew's, all pupils access the Computing curriculum. For children with SEND, technology provides great opportunities for accessing learning, for enabling communication and preparing them for their future lives and careers. Where physical adaptations need to be made, school will purchase the necessary equipment. Where children have Social, Emotional and Mental Health difficulties (SEMH), care will be taken when directing children to work in pairs or groups. Some children may have some exceptional skills within an element of computing and they are supported and encouraged to 'widen' their skills across a range of platforms or programmes.

Supporting Teaching Knowledge

Teaching some elements of Computing requires extensive teacher knowledge. The subject leader will ensure that staff attend the relevant CPD. Our aim is to raise the standards of Teaching and Learning in Computing, to ensure clear intent, implementation and impact. Staff are encouraged to identify any areas they feel they need support and relevant training will be sought and provided. The computing subject lead receives regular training to support and equip them with the confidence and knowledge to effectively lead computing across the school. Teachers new to year groups receive training to support and equip them with all the skills, knowledge, understanding and resources they need to teach computing successfully in their year group. In addition, CPD for all staff in staff meetings provides training for all staff on CS first and the new KCSIE 2023 filtering and monitoring.

Resources and Budgets

The school purchases the Bolton ICT SLA to support teaching and learning. In addition, the Computing budget is spent on these resources:

- licences - purchased for on-line resources that are required for teaching
- PurpleMash
- maintaining and updating hardware and associated programmes
- additional experiences to raise the quality of provision including after computing enrichment days, STEM boxes and computing after school clubs
- on site support on a fortnightly basis.
- CPD for staff
- KCSIE 2023 training and resources

IMPACT

Assessment

For each strand, the children will be assessed on a number of key 'I Can' statements that link to the National Curriculum. The teacher will use these as the basis of assessment and will make a judgement based on a range of evidence. These will be recorded on INSIGHT tracking for each child. This will also enable the subject lead to identify strengths and areas to develop across the school.