

| INTENT   | CONTENT   |
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| <p>“Tell me and I forget. Teach me and I remember. Involve me and I learn.”<br/>— Benjamin Franklin</p> <p>We believe that computing is an essential skill which should be an integral part of all learning. We aim to develop confident users of Office software (e.g. Microsoft Word), creative thinkers and independent problem solvers. We aim to wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life by applying computing to other areas of the curriculum such as: maths, science and DT.</p> <p>We aim for every child to be responsible and safe online so that they can confidently explore and become inspired by the modern world that they live in and help build upon their technological curiosity. Experimenting with video, sound, photography and games will allow children to develop a love for technology and become far more innovative.</p> <p>Furthermore, through computing we aim to create digitally literate pupils who will have the vital skills to enable them to have the skills to progress in their future.</p> | <p>The National Curriculum is the core of our planning. Our high-quality computing education provides the opportunity for pupils to think creatively.</p> <p>An integral part of the computing curriculum is ensuring that pupils can use technology safely.</p> <p>Computing starts in Early Years, where pupils are learning to follow rules, explore how things work, develop their fine motor skills and show confidence and independence as they access different tools.</p> <p>In Key Stage One, pupils are taught about algorithms, they learn to create and debug programs, predict behaviour and create organise and store content.</p> <p>In Key Stage Two, computing is further developed and children are taught to design, write and debug programs. They are able to use logical reasoning to explain how algorithms work and have a growing understanding of the world wide web.</p> |

| CULTURAL CAPITAL   | PEDAGOGY   | VOCABULARY  |
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| <p>By the end of primary school, pupils are confident and clear communicators who are able to articulate their views and opinions, in a range of situations, thus enabling them to become responsible citizens who enhance the community they live in.</p> | <p>In line with Rosenshein’s Principle of Instruction, each computing lesson starts with a recap on prior knowledge, through the use of questioning.</p> <p>New learning is then shared in small steps. This is also modelled to pupils and questions are used to clarify understanding and identify misconceptions. Once the teacher feels confident with the pupils understanding, they will have the opportunity to apply their knowledge to an activity (usually on Purple Mash).</p> <p>At the end of each lesson, knowledge and skills will be assessed in preparation for the next lesson</p> | <p>Pupils will develop an understanding and accurate use of computing vocabulary which has been specified on the vocabulary progression map.</p> <p>Pupils will use these to articulate and describe processes, methods and concepts.</p> |

| RETENTION  | ASSESSMENT   | SMSVC  |
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| <p>To support pupils, recall of information, we start every lesson with a recap from the previous lesson. This is called the ‘Learning Line’.</p> <p>As pupils are preparing their equipment, questions are ‘fired’ and pupils try to respond.</p> <p>The teacher then uses this knowledge to decipher the next steps.</p> | <p>Pupils are assessed each lesson through work produced, conversations with pupils and knowledge displayed.</p> <p>Assessments also take place against the learning objective at the end of each half term.</p> | <p>There are many challenges faced in computing lessons. As a result, children are taught to develop perseverance, resilience and teamwork to ensure that they can succeed.</p> <p>As well as computing being used to develop pupils’ character, it also support pupils moral understanding as they learn how to behave appropriately when accessing the internet.</p> <p>Furthermore, the skills developed will support our children as they progress through school to use the taught skills to enrol in Vocation of their choice.</p> |