GATEWAY FEDERATION SUBJECT STATEMENTS

SUBJECT: COMPUTING

Date: October 2024

INTENT (Aims, Aspirations, Linked to school values, Linked to our 'Federation Curriculum Statement')

In the Gateway Federation, we recognise the importance of computing and digital literacy to everyday life and how it connects to many other school subjects; we also acknowledge that the successful teaching and acquisition of key computing skills as outlined in the National Curriculum 2014 – analysis of computational problems, evaluation of new technologies, responsible and safe use of information and communications technology and understanding of coding - are critical to the future careers and jobs of all of our pupils; after-all, we live in the digital age. Determined to developa responsible attitude to the subject and foster a thirst for knowledge, we are guided by the following key values:

- **Self-confidence -** developing and building up children's confidence so that they can safely use apps, software and hardware
- **Responsibility –** promote and encourage the responsible use of technology so that their digital footprints areof the highest standard
- **Respect -** to be aware and respectful of other users when interacting with all the platforms that they encounter at school and at home.

By using a variety of resources (e.g. Teach Computing, Micro:bits, Lego-wedo…) to support our teaching, we aim to:

- **Inspire** children to develop a deep interest in computing
- **Encourage** children to take an active role in their learning
- **Support and assess all** children so they achieve their full potential
- **Plan** lessons that are inspiring, fun and logically sequenced

IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)

Driven by the National Curriculum 2014 in Key Stage 1 & 2, we use the Teach Primary Computing scheme of work to deliver lots of unplugged aspects of the curriculum, as well as plenty of hands on experience.

Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence. Cross-curricular links are also important in supporting other areas of learning. Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges. In KS1, the focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. In KS2, lessons still focus on algorithms, programming and coding but in a more complex way and for different purposes. Children also develop their knowledge of computer networks, internet services and the safeand purposeful use of the internet and technology. Data Handling is featured more heavily in UKS2. Skills learnt through KS1 and LKS2 are used to support data presentation.
Flexibility amongst how teachers plan and deliver objectives is driven by the needs of individual cohorts. Regular conversations take place amongst subject leaders and class teachers to ensure that children have full opportunities tograsp the full curriculum.
In addition, computing lessons are also underpinned by; targeted questioning by staff, selective use of laptops, iPadsand coding manipulatives and opportunities to code, test and de-bug.
Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior to/at thestart of the topic, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, artefacts, texts etc. and using directed adult support.

IMPACT (Measure of Success)

Successful users of information technology at both schools are characterised by having:

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- *An understanding of the important concepts and an ability to make connections across a range of subjects.*
- *A confident awareness of how to use technology in a safe and responsible way*
- *An unshakeable knowledge of the vital importance of protecting personal data*
- *The ability to code confidently in a wide range of contexts*
- *The ability to think independently and to persevere when faced with challenges*
- *An awareness of a range of technical vocabulary*
- *A commitment to and love of the subject.*

Learning walks, exercise book analysis and staff discussions:

The subject leader is able to monitor the teaching of computing, through regular learning-walks, book scrutinies, investigation of pupils' digital work areas and through conversations with adults and pupils alike.

Safe internet use

As is common with other schools, we observe Safer Internet Week each year, but also emphasise to all children the importance of staying safe on the internet in computing lessons during the year, that involve an online element.

Positive areas for the subject. (What is working well in our schools?)

All teachers have a strong working knowledge of the computing curriculum and are following the TEACH computing POS to ensure breadth and depth.
Teachers have embedded IT into all aspects of the school curriculum drawing on the skills learned in the discrete computing lessons.
A class set of Micro:bits enable hands on learning.

Areas for development for the subject

- Ensure lesson delivery is dynamic with the ever-changing development of new technology reflected.
- Maintaining class sets of iPads, with potential for Bluetooth keyboards e to support typing/word processing
- Developing cloud accounts for each child, to enable work to be saved from any iPad.

Examples of experiences & activities children will have / do.

- Use of Digital Leaders in schools: children operate computers for collective worship both in school and on a professional system at Gorsley Church.
- Micro-bit after school club
- Use iPads cross curricular –iPhoto, iMovie, PicCollage etc.
- Use of Twitter app in class (Lea)
- West Mercia Police and NSPCC e-safety visits to Key Stage 2