Computing
Intent, Implementation and Impact

Finham Primary School & Nursery is a vibrant 'child-centred' learning community that is part of a family of schools in Finham Park Multi Academy Trust. We have based our school ethos on 5 key values that enable our children to be better equipped for today and their future.

Teamwork Respect Integrity Enjoyment Discipline

Intent

Computing is aimed at children in ways that will capture their interest. The programs chosen are a range of app-based learning progression tasks, Barefoot activities and Hour of Code programs – all of which are delivered in a child accessible format with links to content they find enjoyable. Most of the programs we use challenge children at their own level, allowing confident children to progress without restraint while providing scaffolding to children who need it. This allows the class teacher to deliver support where it is needed while consistently providing a challenge to pupils. The E-Safety is continuously taught alongside every aspect of our engagement with technology and is at the heart of our computing curriculum design. The skills the children gain should provide them with opportunities to learn how to be future computer coders, produce written media through a variety of software, be potential movie makers or any other profession which will require technology on a daily basis.

Implementation

Computing is taught in half-termly blocks throughout the year. To ensure resources are allocated efficiently staff have been allocated set times to complete certain skills with their year group but have the option of teaching additional computing skills throughout the year. The computing knowledge and skills are taken from The National Curriculum and class teachers use the computing skills progression document to plan their lessons. Through our MAT links to Finham Park School, we have developed the Finham Primary computing curriculum to be enriched with additional skills which historically children have entered Year 7 lacking and introduced skills such as 'binary language' into our teaching. Every half term, staff complete a foundation subjects' medium-term plan to show skill coverage. Staff plan engaging and challenging lessons to inspire their children and many year groups try to integrate their current topics alongside their computing lessons, where possible. Links with the University of Warwick have been established with students offering to provide their experience with coding programs, such as Scratch, with Key Stage 2 children each year. To assess children's understanding, staff complete feedback sheets and highlight skills on DC Pro. This data is then used to inform future planning and teaching.
In regards to internet safety, we run a specific week alongside the national Internet Safety Day. During that week, year groups have a specific focus in relation to staying safe online which compliments the national focus given. However, E-Safety is delivered continuously to children with lessons delivered quickly if any national or local threats are made aware so that our E-Safety is continuously up to date and evolving to meet any potential dangers. Assemblies are regularly delivered about being safe online with parent workshops put on to inform parents of the dangers as well as information provided in newsletters.

Impact

Digital book trawls, learning walks, video or picture evidence and pupil voice are used to monitor the teaching of computing from EYFS to Year 6. Children's computing work is presented in a variety of ways and termly assessment of skills enables staff to further develop pupil's computing skills.

By the time children leave Finham Primary School, they should have developed:

- The ability to write and debug a computer program so that it uses procedural loops, variables and decomposition skills.
- The ability to identify a range of ways to report concerns about content and unacceptable behaviour.
- The ability to be discerning in evaluating digital content.
- The ability to use a variety of software to accomplish a given goal.
- The ability to simulate physical systems.
- The ability to use keyboards at a rate which allows them to record their learning, including keyboard shortcuts.
- The ability to communicate in a responsible, safe and positive way using various communication methods such as email or social media.
- The ability to reduce the risks posed via online communication (including social media), malware and fake news.
- The ability to use keyboards at a rate which allows them to record their learning, including keyboard shortcuts.
- The confidence to use a variety of technology.