

Rationale for Computing

Intent

At Lacewood Primary school, we recognise that technology is an integral part in society today and therefore want our pupils to feel confident, responsible and safe when using technology. Our broad and balanced curriculum, covering computer science, information technology and digital literacy, ensures that our pupils are educated to participate effectively and safely in this digital world. We recognise the rapidly progressing face of technology and computing and therefore aim to embed transferrable knowledge and computational thinking as a basis from which our curriculum has been developed.



Implementation

At Lacewood Primary School, staff follow a long term plan which has been devised with multi-faceted progression at its core. The plan ensures: a wide range of hardware and software; within year progression and across year group progression. Within this, there is chance to embed skills in explicit computing sessions as well as being championed across all other subject areas. The skills taught are age-appropriate yet challenging and exciting. With this clear and precise plan, teachers know the pupils previous learning opportunities and can embed, build on and move learning on effectively.

In EYFS we have access to daily ICT in the form of iPads, desktop computers (with adapted keyboards), Interactive Whiteboards and a range of other technology such as beebots, walkie-talkies and an interactive globe. The children are taught how the technology works and explore the range of technology we have inside and outside of school. Staff in EYFS play a vital role in modelling to children how technology is used and allowing children the opportunity to independently use technology in their learning and play.

In Key Stage 1, each class has access to 15 I-pads and in Key Stage 2, 30. Key Stage 1 and 2 also have access to 60 laptops, which are split into two trollies of 30. This equipment is not only available in explicit computing sessions, but available for use across all areas of the curriculum.

Through each computing unit (in Key Stage 1 and 2), pupils collect a portfolio of work using the school server, enabling the children to become responsible users of technology and their networks. Each year group has a thoughtfully planned range of units which link to the national curriculum, whilst ensuring a consistent and progressive approach to the pupils' learning. Within every lesson, pupils with SEND are supported so that they too can make progress and achieve success whether this is with further resources, peer support or more support from an adult.

Digital literacy is an area which is plagued with many issues for today's children: online bullying, self-image and identity, copyright and ownership, privacy and security. Because of this, not only is it covered explicitly in computing for each year group, it is also covered in PSHE sessions and is embedded within every lesson that involves technology.

The safety of our pupils is paramount, both in the 'real' world and in the 'virtual' world. In Autumn 1, all classes cover a unit of work related to staying safe online and children are reminded throughout the year about how to stay safe in school and at home. The school is a member of 'National Online Safety' and guides are regularly shared on class Facebook pages to keep parents updated with how to keep their children safe at home.

Equipment and provision to support 'Implementation':

- Computing is timetabled so each class in KS1 and KS2 has access once a week to iPads or laptops
- Designated iPads and adapted desktop computers for EYFS.
- A class set of iPads.
- Two class sets of laptops provided for whole school.
- Technical support from Adept, including weekly visits from a technician.
- Regular audits of equipment to ensure technology is up-to-date.



Impact

The impact of our computing curriculum can be seen in the way in which children engage creatively with technology. Pupils individual progress is measured through outcomes and the record of coverage in the process of achieving these outcomes.

We understand the fast-changing face of technology means there is a constant need for review of the curriculum and its resources. This is managed through a termly 'check-in' with staff and a look at the work produced by each year group alongside the knowledge and skills progression document to ensure we have the skills, knowledge and resources to teach and embed an exciting and appropriate curriculum. Additionally, pupil voice interviews, alongside pupils from a range of year groups, allows us the opportunity to discuss our curriculum with pupils on a regular basis.

In a world that is so technology rich, it is important to share and model our understanding of balance in the hope that our children will become fluent, yet confidently composed technology users.