Chase Side Primary School

Intent, Implementation and Impact

COMPUTING AT CHASE SIDE

Our vision is that every child will leave Chase Side digitally literate, confident in their ability to use technology creatively, in a wide range of contexts. Our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world.

Intent – What we are trying to achieve?

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

At Chase Side, we recognise that our pupils lives ,both socially and vocationally, will increasingly take place within a digital medium and therefore, this subject is seen as vital in developing a broad range of skills that will enable not only digital competence but also ensure an understanding of how to be a responsible online citizen; our curriculum therefore places equal emphasis on teaching 'Online Safety' in line with the expectations of Keeping Children Safe in Education 2019 and will be reviewed this year in light of Teaching Online Safety in School 2019.

By the time they leave Chase Side, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the

development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Implementation – How do we translate our vision into practice?

At Chase Side, computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use the 'Switched On: Computing' scheme, published by Rising Stars, as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics. We also use 'Online Safety' by Rising Stars; one unit from each scheme of work is completed half termly.

We have a computing suite, to which each class has an allocated time each week to use for the discrete teaching of computing. The children also have access to iPads, ensuring that children can use computers for a range of purposes and that it is used across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon. For example, children in Key Stage 1 learn what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms.

Impact – What is the impact of the curriculum on our pupils?

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. Wherever possible, pupil's work is stored within an e-portfolio which will stay with the child as they progress through the school.

Their digital literacy is demonstrated through their competence in completing each unit of work. The children will document their work throughout their learning and this is used to feed into teachers' future planning, and as a topic-based approach continues to be developed, teachers are able to revisit misconceptions and knowledge gaps in computing when teaching other curriculum areas. This supports varied paces of learning and ensures all pupils make good progress.

Much of the subject-specific knowledge developed in our computing lessons equips pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical

thinking, computing at Chase Side gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.