



## Moorside Primary School and Nursery

### Computing Intent

#### Intent

##### National Curriculum:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Our Computing and Internet Safety intent is echoed through our **school's vision:**

##### **-A culture of success and achievement for all**

*How is this promoted in ICT?*

*All children are able to access and use a variety of technological devices throughout the school. Learning is celebrated, especially Internet Safety, which underpins everything we do in Computing. Children apply computing skills across the curriculum and celebrate these successes when accessing Reading Plus, Reading Eggs, Times Tables Rock Stars and Abacus. Successes are celebrated in assemblies as a whole school.*

##### **-An aspirational and inspirational curriculum**

*In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which equips children to use technological 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 technological systems of all kinds, whether or not they include computers. By the time they leave Moorside, children will have gained key knowledge and skills which they can apply to different scenarios.*

##### **-Strong relationships between the school, families, pupils and our community**

*Parents are involved in the development of Computing through Reading Plus, Reading Eggs, TT Rockstars and Abacus at home. Children and Parents share learning through this and the other vital components used in school. Parents sign a Parents Internet Safety Agreement form to support our children as they develop in the wider community. We use Facebook as a means of sharing and celebrating news, which reinforces how to use Social Media in a positive and safe manner, showing PRIDE in everything we do in school*

##### **-A whole school inclusive and nurturing ethos**

*How does ICT play a role in this?*

*Computing is used in a positive manner throughout the school. Using Computing for interventions is a very successful way to engage the children with their learning. Our children are exposed to the use of technology everyday through use of Interactive boards within each classroom. This is conveyed also in Assemblies, where songs and lyrics are used to inspire and include all our children.*

-High expectations for all stakeholders, surrounding our children with the best educators and specialists

-What do we do to support staff? 'role models/visitors....google legends, NSPCC etc,

To support our staff, we use the same planning format from Purple Mash to aid consistency and progression across our school. This supports staff as they become familiar with the layout when using the platform. We engage both staff and pupils by having visitors into school like Google Legends and NSPCC. This allows our staff to reflect on their own practice but also pick up tips and ideas from other professionals.

### **Internet Safety:**

Internet Safety is taught termly and always at the start of each topic. This is taught through Purple Mash as well as resources gathered through any topics arising. We are flexible with our approach and will adapt to matters arising in cohorts or situations that we, as professional, feel need to be discussed and shared. Children have evidence of this through their own knowledge, which can be seen in books and through discussions. Children are exposed to scenarios and subject specific vocabulary to enhance understanding.

In line with our school curriculum intent and linking with the National Curriculum in ICT, at Moorside:

*Every child becomes digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology and progress as an active participant in an ever-evolving digital world.*

Our curriculum strands of learning; people, environment, comparison and aspiration are most prominently linked through the following subject areas:

### **People:**

Modern day pioneers and people who have created the computing landscape and characters created through taught skills (emoji's, animations).

### **Environment:**

Looking at platforms for teaching skills: Purple Mash, Scratch. Using a variety of technological devices such as: laptops, I-Pads, camera's.

### **Comparisons:**

Comparisons are interwoven through the progressive skills. Comparing platforms, programs, devices and outcomes are important for the critical learner.

## **Implementation**

At Moorside, computing is taught weekly. 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 'Purple Mash' scheme, 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 have laptops, chrome books and each class has two i-pads to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes 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. The children will have experiences of all areas of the curriculum 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**

Our approach to the curriculum results in a fun and engaging computing education. The children's learning is evident through examples gathered from each class and paired with planning emphasised curriculum links. Evidence such as this is used to:

- feed into teachers' future planning,
- record on Target Tracker,
- gather evidence from statistical reports by identifying gaps in learning,
- updating Action Plan.

This supports varied paces of learning and ensures all pupils make good progress.

Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From applying these skills, computing at Moorside gives children the building blocks that enable them to pursue a wide range of interests in the next stage of their lives.

*P.Price, Computing Subject Leader - Spring 2021*