

INTENT: We aim to...			Subject on a Page - Computing		
Instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to create, manage, organise and collaborate.	Recognise the importance of computing in every aspect of daily life and develop confidence when encountering new technology.	For children to be digitally competent and have a range of transferable skills at a suitable level for the future workplace.	For children to be responsible online citizens who have an ever-developing understanding of how to keep themselves safe and respect others online.	To teach children the skills required to progress from EYFS to Year 6.	For children to become digitally literate, able to use, and express themselves and develop their ideas through technology.
IMPLEMENTATION: How do we achieve our aims?					
Planning: We follow the Kapow computing scheme. The scheme is based upon three key strands: Computer Science, Information Technology and Digital Literacy. Throughout KS1 and KS2, children revisit knowledge and skills in five key areas linked to these three strands: computer systems and networks; programming; creating media; data handling and online safety. The cyclical route through the curriculum ensures that prior knowledge and skills are revisited to ensure retention in long-term memory and built upon to develop increasingly sophisticated understanding. Lessons aim to incorporate a range of teaching strategies from independent tasks, paired with group work as well as unplugged and digital activities. There is also a termly internet safety lesson. Lessons are designed to be engaging with a variety of learning styles.			Recording: In KS1 and KS2 work is recorded in a variety of ways including in their topic books, through photography and videos on the class iPads. As children gain confidence, they will also have their own laptop logins where they can then store and edit their work. KS1 children also have some of their work recorded on the Tapestry App.		
Assessment: Teachers continually evaluate children's learning through observations, questioning and discussions with the children. In each lesson, teachers ensure children are assessed against the learning objectives and planning is responsive to gaps and misconceptions. Each unit has a unit quiz and a knowledge catcher to assess the retention of new knowledge and vocabulary. At the end of each academic year, the children' attainment in Computing is reported to parents via their written report.			Vocabulary: Children are taught to understand and use correct computational vocabulary based on the objectives, skills and areas being taught. In our delivery of the computing curriculum, we promote discussion, creativity, asking questions and links being formed between learning. Alongside this we explicitly teach the vocabulary associated with computing so our children can talk confidentially about their learning in computing. Knowledge organisers are available for each unit to support recall of key facts and vocabulary. The Kapow scheme enables continuous professional development for teaching staff through confidence-inspiring videos that provide rich, visual demonstrations to develop subject knowledge.		
Progression in Knowledge and Skills: At Donington on Bain Primary School, we ensure a clear, sequenced progression, which is taught systematically for all children to acquire the intended knowledge and skills. The content may be adapted or changed, based upon the needs or interests of specific cohorts. Progression in skills documents show the skills that are taught within each year group and how these skills develop to ensure attainment targets are securely met by the end of each key stage.			Values: Respectful: We demonstrate respect for others' ideas and viewpoints, particularly in online interactions and demonstrate respect for the equipment and materials we use in lessons Aspirational: We have an expectation that all children can and will achieve in computing and that some may pursue future learning and a career in this area. Caring: We show concern for each other, particularly in relation to social media/gaming and recognise how we care for each other by using online safety skills to keep ourselves and others safe. Integrity: We follow rules and conventions when using programmes and engaging in online activity. Creative: We use programmes and applications to problem solve and create new works. Community minded: We learn about the important role that computing plays in the advancement of our society and how this may impact our future.		
SEND: Our children with SEND access the Computing curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Many children with special educational needs are able to join in with practical tasks when working with a partner or using programmes that play audible instructions. Often children who find core subjects more challenging show that they can excel in Computing because it feels fun and exciting.			EYFS: There are no specific Early Learning Goals that include Computing, however our children's journey in computing starts in EYFS with the Kapow scheme. Planning and teaching is similar to that in Key Stage 1. The children are expected to develop a specific set of skills and knowledge appropriate to their age as we prepare our children with the knowledge and skills they will need in computing, ready for Year 1. As well as topic work and the discrete teaching of skills and knowledge, children in EYFS are given the opportunity to explore, investigate, question and continually practise and embed their language and leaning through the areas of provision set up in the indoor and outdoor learning environments.		
★ IMPACT: How do we know we have achieved our aims?					
Be critical thinkers and be able to understand how to make informed and appropriate digital choices in the future.	Understand the importance that computing will have going forward in both their educational and working life and in their social and personal futures.	Be aware of online safety issues and protocols and be able to deal with any problems in a responsible and appropriate manner.	Show a clear progression of technical skills across all areas of the National Curriculum – computer science, information technology and digital literacy.	Children can use IT across the curriculum and beyond. They meet the end of key stage expectations as outlined in the National Curriculum for Computing.	Understand that technology helps to showcase their ideas and creativity. They will know that different types of software and hardware can help achieve a broad variety of artistic and practical aims.