

St. Chad's Catholic Primary School

Computing Overview

The intent of Computing at St. Chad's

To inspire all pupils to be digitally competent, curious about technology and prepared for their next stage in education in a rapidly developing digital world. We recognise computing education is important for pupils to make sense of and to contribute positively to our technologically diverse world by becoming happy, healthy, independent and responsible citizens online.

Our principle aims for computing are for children to:

- Develop their understanding of technology and how it is constantly evolving.
- Develop their skills and capability which is essential to developing Computer capability.
- Evaluate the benefits and risks of technology and how to manage their use of it safely and respectfully.
- Be responsible, competent, confident and creative users of information and communication technology.
- Celebrate success in the use of technology.

Through our curriculum, we provide pupils with the experiences and learning to 'get better' at the subject by addressing the three pillars of progression:

- DIGITAL LITERACY - evaluating digital content, using technology safely, respectfully and responsibly and identifying a range of ways to report concerns.
- INFORMATION TECHNOLOGY - using technology to create, manipulate and retrieve digital content and present data and information.
- COMPUTER SCIENCE - design, write and debug programs that accomplish specific goals.

Weekly Computing Lessons

- All classes take part in a weekly Computing lesson following the long-term planning.
- Teachers deliver weekly Computing lessons using the Purple Mash lessons and resources.
- At the start of each Computing lesson, pupils complete a 'flashback' to revisit prior learning.
- At the end of each Computing lesson, 'Know more' sheets are completed and new knowledge is recorded.
- Online safety is revisited in all lessons

'Know More' sheets

A new 'Know more' sheet is started for each unit.

Year 1

- At the end of each lesson, the pupils reflect on the learning and record new knowledge acquired during the lesson on a class 'Know more' sheet.

Year 2 – Year 6

- At the end of each lesson, the pupils reflect on the learning and record new knowledge acquired during the lesson on individual 'Know more' sheets.

Verbal Feedback in Computing

- Clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- Directed at the right level, so it can assist pupils to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”
 - Focuses on what is being learnt and how pupils should go about it using the procedural and declarative knowledge checks on the planning documents.
- Occur as the pupils are doing the learning
- Provides strategies to help the pupil to improve

Assessment

- Formative assessment throughout lessons and recorded on the assessment document sheets at the end of every lesson.
- Summative assessment tests are completed through 'Remember more' quizzes at the end of a unit.

PP First in Computing

- When asking children questions during teaching, ensure PP first approach, so ensure that PP pupils are asked for their responses. This should be subtle.
- Once children are set off to complete a task, approach PP pupils first to ensure that they understand the task and are able to complete it.
- Additional usage of devices and technology throughout the school day.

Adaptive Teaching in Computing

All children will receive Quality First Computing teaching in the classroom and the lesson and resources will be adapted to suit the needs of all pupils. This might take the form of:

- Questioning tailored to each individual pupil
- Targeted support from the teacher or teaching assistant
- Mixed ability pairs or groupings for children to support and teach each other including the use of a 'driver/navigator' approach
- Adaptive software such as immersive readers
- Printed prompt sheets and visual aids



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