



Subject Leader 2022- 2023: Intent, Implementation & Impact

Subject	Computing
Date	2022-2023
Subject Leader	Mrs. A. Ashton

<u>Intent</u> <i>Curriculum coverage and planning</i>	<u>Implementation</u> <i>Subject teaching and use of resources</i>	<u>Impact</u> <i>Outcomes: progression towards end of Key Stage outcomes</i>
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INTENT:	
What do you want your subject to look like at Stephen's? =	<p>At St. Stephen's we want pupils to be MASTERS of technology and not slaves to it. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this.</p> <p>We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils.</p> <p>Our knowledge-rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage</p>



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	<p>staff to try and embed computing across the whole curriculum to make learning creative and accessible., but we are aware of practicalities such as time constraints and lack of equipment. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.</p>
<p>How does it relate to the National Curriculum?</p>	<p>St Stephen’s uses the ‘Mr. P. ICT’ D.A.R.E.S Unit Approach for Computing. This scheme is thoroughly linked to the National Curriculum objectives. – all NC objectives are covered. E-Safety runs through each unit, and not as a stand alone unit, with emphasis and discussion of publishing work safely online and making the right publishing choices.</p>
<p>How does your subject show progression across the school?</p>	<p>A well-planned Scheme of Work ensures progression and that computing skills are increased year on year. All teachers have access to all Computing Units on the school network and teachers are encouraged to look at the previous year’s unit to see skills covered and previous knowledge. Learning is evidenced through the use of the school learning platform ‘Seesaw’. All Computing work is saved to the pupils Journals on Seesaw in the ‘Computing’ folder. The Computing Lead conducts termly analysis of progression and skills covered by looking at each class’ Computing Folder.</p>
<p>What experiences of excellence in your subject will children remember?</p>	<p>Upcoming – St Stephen’s have enrolled to take part in a brand new 2 year programme organised the ENTHUSE Partnerships, STEM Learning, of which one aim is to enhance links with schools and businesses. The programme is STEM-based with a digital focus. Due to begin September 2022. This will hopefully strengthen links within the local community and pupils will get to see real-life applications of Computing Skills.</p>



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<p>How does my subject relate to the ethos of the school in terms of RE and Christian values?</p>	<p>The values of 'Friendship' and 'Trust' play a huge role in Computing as children use their collaboration skills to discuss and share new learning and help each other with tricky computing skills.</p> <p>Children need to trust that when they make a mistake in their work, this is an important part of the cycle of learning a new computer skill i.e. children learn how to debug a programme in Coding, and to learn to see a mistake as a learning opportunity. This helps to build resilience. We hope to equip each child to become digital citizens able to access and utilise a wide range of Computing knowledge.</p> <p>There is a drive to develop well-rounded citizens and help our children become excellent members of society. A strong grounding in a good quality primary Computing curriculum will support them in going on to high school and the world of work in this ever-changing and advancing technological age.</p>
<p>How is my subject an expression of our school population and community?</p> <p>How is your subject made accessible for all learners?</p>	<p>All children are expected to do 'their best piece of work' in Computing, just as they are in every single subject/topic area.</p> <p>All children are 'seen' – school have purchased a 'class set' of iPads, enough for 1 each.</p> <p>Computing is made accessible for all learners. St Stephen's has recently invested in a class set of brand new iPads, some notebooks per class and half a class set of Chromebooks for Computing teaching & learning.</p> <p>Our learning platform Seesaw is made especially for primary aged children. Its use of graphics and icons for Seesaw tools enables even the youngest children to access the</p>



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	<p>platform. Children who have EAL are also able to access easily. There is also a speech-to-text function with the 'Note' tool on Seesaw.</p> <p>Children who excel in Computing can show this through the increased detail and complexity of their work. A deeper understanding of computing objectives can be seen children's Computing Folders in Seesaw and class discussions can show understanding of wider real-life applications of Computing Skills.</p>
<p><u>IMPLEMENTATION</u></p>	
	<p>We have created a comprehensive progression document for staff to follow to best embed and cover every element of the computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.</p> <p>We hope the following approach will allow for flexibility. Our timetabled computing session will focus on one of two elements: An Explicit Computer Science lesson or A Tinkering Session. The computer science part of the computing curriculum will often, but not always, need a more explicit approach. A tinkering session looks at introducing a new app or tool and giving children opportunity to experiment and familiarise themselves with the different elements and tools, before it can be applied in a more focused approach across the curriculum. Class teachers will use their professional judgement to ensure the lesson format is appropriate for the needs of the children in their class.</p>
<p>How are teaching staff given expert knowledge of your subject to understand key concepts?</p>	<p>External - Mr P Twilight Training delivered by Mr P in October 2021.</p> <p>Whole school teacher subscription to the MrPICT.com website.</p> <p>Computing Subject Lead attended Mr P training on Crumble Unit (hardware & software) in early 2022.</p> <p>Computing Subject Lead to provide training & advice where necessary to individual teachers.</p> <p>Computing Subject Lead delivered staff training on widening the use of Seesaw in lessons.</p> <p>Subject Leads delivered Computing CPD in June 2022 to whole staff, discussing coverage and progression.</p>



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How is subject content designed and delivered in class to enable children to transfer key knowledge to long-term memory?	<p>Our Computing scheme is thoroughly planned and objectives cross-referenced. Each unit</p> <p>A lot of Computing units have cross-curricular links .ie. Y3 Animation 360° Unit can incorporate digitally made pictures from the book being read in the Literacy Unit.</p> <p>Vocab list of key computing vocab for each year group – key vocab poster to be referred to during lessons/displayed at the front during the lesson.</p> <p>Links are made where appropriate to previous units i.e the use of the app/website Scratch and Scratch Junior in multiple year groups (for different Unit outcomes) ensures there are opportunities for children to review and build upon previous learning and content.</p> <p>“Sticky Learning – 5 key facts”</p> <p>5 key facts or questions to start the next unit with (this is the previous knowledge they need to know or required to have retained</p>
How do teachers check understanding during learning and give clear feedback?	<p>Informal assessment is conducted as per the school’s feedback policy. Teachers are give feedback on children’s learning during the lesson. The nature of the computing lesson means there is no marking to be done but class teachers are continually assessing throughout the lesson and checking understanding. At St. Stephen’s we encourage children to self-assess or peer-assess learning outcomes. Misconceptions can then be addressed during the same lesson.</p> <p>St. Stephen’s are currently in the process of determining a suitable Summative Assessment model for Computing.</p>
How is key vocabulary taught and understood in your subject?	<p>Key vocab for each unit on posters and introduced during Lesson 1 of a unit. It is then continually referred to throughout the unit and the expectation is shared with the children that they too will use the relevant vocabulary when discussing a computing concept eg. “I’m going to debug this coding” rather than “I’m going to find what needs changing.”</p> <p>Children are encouraged in their verbal answers to use the key vocab- this is a teaching point opportunity and referred to if correct vocabulary was not used.</p> <p>Check understanding during plenarie/mini plenaries s and discussions/questions with pupils.</p>



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<u>IMPACT</u>	
	<p>We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and wellbeing. Finding the right balance with technology is key to an effective education and a healthy life-style.</p> <p>We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We also look for evidence through reviewing pupil’s knowledge and skills digitally through tools like Google Drive and Seesaw and observing learning regularly. Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.</p>
<p>What monitoring exercises do you as a subject leader complete regularly to quality assess the subject?</p> <p>A</p>	<p>Termly Subject Lead release time for scrutiny and analysis. Lesson observations take place in Spring or Summer term.</p> <p>“Book” scrutinies take place throughout the year – however there are no Computing Books to look through! All our pupils’ work is now stored digitally, by themselves, on Seesaw, in their personal journals in their class Computing Folders.</p> <p>Pupil voices are conducted annually and the findings shared with the whole staff at CPD sessions.</p>
<p>How do you identify which children are working at the expected standard and those who need further support?</p>	<p>As stated above, St Stephens are currently determining a suitable model for recording Computing Attainment.</p> <p>Teachers who know their pupils well can pre-empt which children may need extra support within Computing lessons.</p> <p>Children share their work on screen – teachers can informally assess attainment this way. Final unit outcomes can be seen in children’s Seesaw journals.</p>



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What are the strengths you found in your subject after your investigations?	A Teacher Survey was carried out in June 2022 as part of a CPD session. Teachers feel confident at teaching the new Computing curriculum. It was a warmly welcomed change from the last scheme. In the Pupil Voice conducted in June 2022, 100% of the sample pupils enjoyed Computing – 80% 'agreed' and 20% 'strongly agreed' to the statement, "I enjoy Computing lessons."
What are the next steps for your subject across the school generally that you have identified?	See Computing Action Plan for 2022-2023