

Computing

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world" (Dave Warlick). At Chirton School we want to develop our pupils to become masters of technology not just passive users.



Intent – We aim to move children on from Chirton..



Having the confidence to use a range of programmes and software effectively.



Enabled to use a diverse range of multimedia technology to purposefully showcase their learning.



Able to use coding skills to produce effective algorithms, using resilience to deconstruct and problem solve.



Recognising how computers and digital technology can enhance their opportunities.



Taking responsibility for their online safety and with the secure knowledge of what they can do if they have a problem.



Implementation – How do we achieve our aims?

Scheme

We have now introduced the Teach Computing scheme of work across the school on a rolling programme basis to ensure consistency to our approach to teaching computing and to ensure that all children develop the skills required to be computer literate. There are 4 key strands of the computing curriculum: Computer Science, Information Technology, Digital Literacy and Online Safety. All of these areas are covered by the Teach Computing scheme of work with the exception of online safety which we follow our own scheme of work. In our computing curriculum children are taught from 4 key areas: computing systems, creating media, data and information and programming. Creating media and programming are larger areas to teach with greater content and so each contain two units to be taught each year which build progressively on previous content. Online

Digital Leaders

Digital Leaders has been a well established part of our computing curriculum at Chirton School for many years. Children have the opportunity to apply to be a Digital Leader when they are in KS2 and their roles include: leading online safety workshops for parents and pupils, helping to run Internet Safety day, setting up the equipment and providing support in class and testing any new equipment that the school purchases before other children have the opportunity to use it. This year Digital Leaders has been rolled out across the EQUA MAT and we

Topic Days

In order to ensure that children are fully immersed in their computing curriculum we teach computing through dedicated days each term. By blocking the subject time we ensure that children have ample opportunity to learn and develop their skills and to build upon them. The skills that they have learnt as part of their computing day are then interwoven back into other curriculum areas where children are



Implementation (continued)

Cross Curricular opportunities

We recognise that teaching computing for one whole day a term has many benefits but it also restricts children's ability to continually revisit learning. With this in mind computing opportunities are built into the curriculum through our topic blocks to ensure that children have the opportunity to revise their learning and to use it in a meaningful and practical way. For example, beebots are used as part of a coding topic in Joy Class but are then used again when covering position and direction in maths and as part of EYFS continuous provision. Children are encouraged to make posters at the end of units to demonstrate their learning in history or geography and have the opportunity to do this on the computer using skills they learnt about desktop publishing.

Online Safety

We teach online safety in a variety of ways. We always ensure that it forms part of every computing day that we teach, we have regular workshops about staying safe online and further address ways to keep ourselves safe and who to report to if we feel unsafe as part of our PSHRE curriculum. It is important that children have the opportunity to discuss instances where they have felt unsafe online in a safe and supportive environment where they know they will not be judged for their online behaviour. We encourage children to use the SMART acronym from Childline as an opening point for online safety discussions. Further to this children are introduced to 'Hector the Dolphin' who appears on child used laptops at school. If Hector is clicked upon he will hide whatever is on the screen and a noise alerts an adult to a child needing assistance.



Impact: How will we know we have achieved our aims?



Learners will be able to reflect upon their learning and the impact that computing has on their learning, development and well-being.



Children will have the opportunity to showcase, share, celebrate and publish their work to best show the impact of our curriculum.



Children are confident in using technology and are ready for the next steps on their journey into the digital world and Modern Britain.



Pupils have a wide computing vocabulary and use this technical language not only in computing lessons but also in other subjects such as Science and maths.



Children have an understanding of how computing impacts their daily life and the wider community.



Pupils know how to be safe online and are able to make positive choices to keep themselves safe while also being aware of what to do if they feel unsafe, worried or concerned.