| Intent, Implementation and Impact Statement - Computing |
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| Intent | | |
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| **Learning for Living**:<br>Children growing up today will need the skills and knowledge of Computing and other technology in order to keep up with the rapidly changing technological landscape they will be living in as adults. We want Brunswick children to be skilled users of computers and other technology, and to be confident using them for education and work, as well as for entertainment, and in future employment. | **Respect**:<br>Online safety forms a large part of our practice. As children navigate the online world, we aim to instil in them the skills they need to keep themselves safe. Children are taught to respect others online, and not to share personal information or images. During lessons, we want children to be able to discuss alternative points of view respectfully and develop an understanding of how to operate respectfully online. Our school social media presence not only shares highlights with parents and carers, but role models a positive way of using the platforms. | **Support and Challenge:**<br>We want all children to be challenged in lessons. We aim to give more able children the opportunity to develop their skills further, and we support children who need extra help by using differentiated tasks. We aspire to ensure that children whose motor skills are less developed are supported to use equipment such as a mouse or a keyboard and that children's literacy or numeracy difficulties do not impede their progress in Computing. |

| Implementation | | |
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| **EYFS:**<br>There is no requirement to teach Computing in the EYFS. Some learning is delivered using the interactive whiteboard, although we prefer our EYFS to have as little screen time as possible. We give children the opportunity to use other technology, such as torches and windable or programmable toys, as they begin to develop an understanding of how to make simple devices work. At the end of Year Reception, we also provide children with a six week computing programme at, through which children practice early computational thinking skills, such as sequencing, ordering, pattern making and taking pictures. | **KS1**<br>In Year 1 and Year 2, children have weekly Computing lessons, lasting one hour. Lessons are taught in the Computing Suite or in classrooms. In both settings, children use Chromebooks for their work. The children's Computing lessons are completed on the Purple Mash platform. Each lesson includes an interactive activity that allows children to practice a skill related to online safety or computational thinking or one of the three main areas of the computing curriculum: computer science, information technology and digital literacy. Once children complete their work, this is saved on their Purple Mash profile, and it can be accessed by children and families at home. | **KS2**<br>In Years 3-6, children have weekly Computing lessons, lasting one hour. Lessons are taught in the Computing Suite or in classrooms. In both settings, children use Chromebooks for their work. The children's Computing lessons are completed on the Purple Mash platform. Each lesson includes an interactive activity, relating to one of the three main areas of the computing curriculum: computer science, information technology and digital literacy. In KS2, there is an increased emphasis on coding and programming. Among several skills, children learn to design their own Computing games. Children also learn how to present their work using varied technological media. Once children complete their work, this is saved on their Purple Mash profile, and it can be accessed by children and families at home. |

| Impact | | |
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| **EYFS**<br>Children's interactions with technology are observed by practitioners in the classroom and recorded on Tapestry. Any observations made can be used to gather evidence towards whether children are meeting the requirements for the GLD. | **KS1**<br>During lessons, teachers use assessment for learning techniques to ensure children are making progress, and to address any misconceptions. Children's work is recorded in folders which are saved on a secure area on the school server. Attainment data is collected at four points in the year, and the data is used to plan next steps and to identify which children need additional support. The children's end of year attainment is recorded on DCPro and is shared with parents and carers through pupil reports. This data also informs the subject leaders and class teachers, who plan and deliver interventions (if needed) for pupils that are falling behind with their progress. | **KS2**<br>During lessons, teachers use assessment for learning techniques to ensure children are making progress, and to address any misconceptions. Children's work is recorded in folders which are saved on a secure area on the school server. Attainment data is collected at four points in the year, and the data is used to plan next steps and to identify which children need support. The children's end of year attainment is recorded on DCPro and is shared with parents and carers through pupil reports. This data also informs the subject leaders and class teachers, who plan and deliver interventions (if needed) for pupils that are falling behind with their progress. |