



## West Park CE Primary Subject on a Page- COMPUTING

### INTENT- What pupils will learn at West Park?

Teach skills that progress from Early Years Foundation Stage through to Key Stage 2.	Enable learners to keep themselves safe in an online environment.	Equip learners with the knowledge and understanding of technology in society.	Enable learners to develop a positive and constructive attitude toward computing.	Enable learners to use computational thinking across the curriculum and beyond.	Provide learners with a range of experiences across a range of software and hardware.
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### IMPLEMENTATION- What teaching activities are planned at West Park?

<b>Planning-</b> Computing objectives are based on the six units per year developed by the National Centre for Computing Education (NCCE, known as 'Teach Computing'). Each unit is comprised of five mandatory sessions and a sixth flexible session to enable further learning or deepening understanding of an objective already covered. Some E-Safety objectives are delivered through PSHE.	<b>Recording-</b> The vast majority of learning is conducted on computers in the computing curriculum. Children save their work either on the school server or within a web-based program if appropriate to the unit. Any paper-based outcomes are collected in an individual folder for each student (the purple folder). Not all lessons require a saved outcome but expected outcomes are identified on plans.
<b>Assessment-</b> Computing is assessed after each lesson and also after each half termly unit. After each lesson, a RAG rating is given by the teacher for that objective for the whole class (which informs the subject leader of confidence and supports the half termly assessment). After each unit, children above and below age related expectations are identified (implying all others have met).	<b>Vocabulary-</b> Clear vocabulary is set out by the NCCE for all of the units. This vocabulary takes into account the expected progression of understanding within threads across the computing curriculum. The key vocabulary is identified and confirmed by the subject leader on individual unit plans.
<b>EYFS-</b> Although there are no Early Learning Goals specific to computing, our school learning journey still begins within EYFS. Children in EYFS will explore the physical components of a computer and will practise the skills to enable them to log in and functionally use a computer prior to entering Year 1. This will be reviewed each year by the EYFS and Year 1 teams.	<b>Enrichment-</b> We have enriched our curriculum by ensuring that learners have access to a full range of different hardware that are required across the curriculum. We have all required equipment within school which allows learners to always easily access what they need. This equipment is also available to use within and beyond the school curriculum.
<b>Adaptation-</b> All learning activities can be adapted to enable learners of all abilities to demonstrate their ability and understanding. The adaptations employed are clearly identified on plans with initial first steps being peer or adult support in achieving the main task. Further adaptations are suggested within the 'Teach Computing' plans.	<b>Values-</b> Let your light Shine. (Mathew 5:14-16) <b>Teamwork</b> Many activities and ideas promote collaborative working and how computing can enable this. <b>Independence</b> All activities require children to achieve their best. <b>Faith</b> We consider safe online environments as part of our larger contribution to communities. <b>Creativity</b> Most activities require original ideas from learners.

### IMPACT- What will pupils remember and be able to do?

Work portfolios will show a progression of what is taught across our school.	Learners can express what they should or shouldn't share online and why this is important.	Learners can discuss the technology that we use and have the skills to use it appropriately.	Learners are enthusiastic about computing and are excited to gain new knowledge.	Learners have a level of digital literacy that enables them apply their knowledge across the curriculum and beyond.	Learners will have used a range of different software and hardware across each phase.
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