



### Intent

Within an ever changing and technological world, Wooden Hill Primary School understands and values the importance of teaching Computing from a young age. We acknowledge that future generations will rely heavily on their computational confidence and digital skills in order to support their progress within their chosen career paths. We aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way. At our school, our aim is for our children to become independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child.

Computing as a stand-alone subject has a number of key components, each of which we aim to teach and fully instil the value of amongst our pupils. These are:

**Computer Science** – Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

**Information Technology** – Pupils are equipped to purposefully create programs, systems and a range of content in order to develop products and solutions. They will be able to collect, analyse, evaluate and present data and information.

**Digital Literacy** – Pupils are taught to use, access and express oneself through digital technology, including a critical understanding of technology's impact on the individual and society, at a level suitable for the future and as active participants in a digital world.

We also firmly believe the importance of delivering a high-quality E-Safety curriculum, alongside the core values of these three strands. E-safety is embedded throughout the computing curriculum and supports and consolidates the strong presence of E-safety within our PSHE curriculum. We want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.

### Implementation

We follow a broad and balanced Computing curriculum that builds on previous learning and provides both support and challenge for learners.

Our scheme of work for Computing is adapted from the 'Teach Computing' Curriculum and covers all aspects of the National Curriculum. It provides an innovative progression framework where computing content (concepts, knowledge, skills and objectives) has been organised into interconnected networks called learning graphs.

The curriculum aims to equip young people with the knowledge, skills and understanding they need to thrive in the digital world of today and the future. The curriculum can be broken down into 3

strands: computer science, information technology and digital literacy, with the aims of the curriculum reflecting this distinction.

The national curriculum for computing aims to ensure all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation (Computer science)
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems (Computer science)
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems (Information technology)
- are responsible, competent, confident and creative users of information and communication technology. (Digital literacy)

In addition to the scheme, children at Wooden Hill also use barefoot Education, to support their learning in the computing curriculum.

We also participate in 'Internet Safety Week' in which each class is provided with age appropriate texts and tasks. Cross-curricular opportunities are identified in order to ascertain links between termly topics and to ensure that Computing is not just seen as a standalone area.

## **Impact**

Our children at Wooden Hill School enjoy and value Computing and know why they are doing things, not just how. The children will understand and appreciate the value of Computing in the context of their personal wellbeing and the technological, creative and cultural industries and their many career opportunities. Progress in Computing is demonstrated through regularly reviewing and scrutinising children's work, to ensure that progression of skills is taking place. Namely through looking at pupils' work, especially over time as they gain skills and knowledge, observing how they perform in lessons and talking to them about what they know. The Computing curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.