



Dishforth Airfield Primary School: Computing Vision Statement

Being a proficient user of technology has become an integral part of everyday life. We want children to be able to use these technologies to their advantage and to also have a clear understanding as to how to keep themselves safe online.

At Dishforth Airfield we want to prepare our children to not only be able to use technology successfully but also to understand how it works. We hope that through teaching them these skills we will be preparing them for the increasing number of new technologies they will inevitably face. As a school, we believe in a holistic approach to the teaching and learning of computing and encourage a cross-curricular application of ICT. We believe that these skills will provide children with a firm foundation in computing which they can build on throughout their lives.

Key features of our Computing curriculum:

To help ensure children have the opportunity to develop a wide range of skills, experiences and competencies with technology, the curriculum has been broken down into 7 key areas, with the core principles permeating through each area.

- Programming
- Computational thinking
- Creativity
- Computer networks
- Communication and collaboration
- Productivity
- Online Safety

The coverage of each area will vary year group by year group, with some areas being covered primarily in KS1 and others primarily in KS2.

Aims of our Computing curriculum

- Understand and apply the essential principles and concepts of computer science, including logic, algorithms and data representation.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology analytically to solve problems.
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

Pupils at Dishforth have regular access to a range of technology, including computers, iPads and interactive whiteboards, allowing them to continually practice and improve the skills they learn. This

ensures they become digitally literate – able to express themselves and develop their ideas through information and computer technology.

Organisation of teaching and learning

Teaching and learning in all three key stages takes place in a range of environments.

Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), teaching is planned through adult supported teaching and learning. Children in EYFS have access to a range of technology in the classroom to use during continuous provision. As part of 'Understanding of the World' teachers also plan focus tasks linked to the technology aspect of this strand.

Key Stage 1 and 2

In Key Stage 1 (KS1) and 2 (KS2), teaching follows the National Curriculum and Rising Stars 'Switched on Computing' materials. Classes have a weekly Computing lesson. Each half term we ensure that one lesson focuses explicitly on online safety, although during every Computing lesson online safety aspects will be covered related to the task. Children also have many opportunities in other curriculum areas to use and apply their computing skills.

Planning

At Dishforth Airfield, we use the 'Rising Stars – Switched on Computing' Scheme of work, focusing on Digital Literacy, Information Technology and Computer Science.

- Long term plans map out the units to be covered each term, during each Key Stage.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught.
- Short term plans highlight the skills and objectives of the lesson, and identify resources and suggest appropriate differentiation.

Resources

- Portable netbooks and iPads are available for all classes to use
- Interactive whiteboards in each classroom
- A range of ICT software and Apps are available for teaching different skills.

Assessment

Due to the practical nature of Computing teacher's carry out ongoing assessment throughout the lesson.

Foundation Stage

- Photographs and observational notes are used to record children's progression of skills with technology. Progress is recorded in each child's Learning Journey and is monitored termly.

- Statutory assessments are made on exit of the EYFS.

KS1 and KS2

- Children's work is saved on the school server to show evidence of progression.
- Teacher's assess children termly based on the objectives for their year group and the units which have been taught.

Monitoring procedures

The Head teacher and Computing subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of mathematics in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Pupil progress meetings are held termly.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.