

Computing

"Every girl deserves to take part in creating the technology that will change our world, and change who runs it."
- Malala Yousafzai, Nobel Peace Prize Winner

What does Computing offer to children at Great Easton Primary School? How does it enhance the curriculum?

At Great Easton Primary we believe a high-quality computing curriculum should inspire and equip all pupils to use computational thinking and creativity to understand and change the world and society we live in. We use the National Centre for Computing Education 'Teach Computing' curriculum <https://teachcomputing.org/curriculum>. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. At the heart of our computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Our high-quality computing teaching and curriculum will enable pupils to build on this knowledge and understanding as well as equipping them to use information technology to create programs, systems and a range of creative and innovative content. Our computing education will ensure that pupils become digitally literate which means they will be able to use, and express themselves and develop their ideas through, information and communication technology. Our computing curriculum will set our pupils up for life in modern day Britain and for the workplaces they will enter in the future.

What use is it to children later in life? How could it help them in the future?

Computing opens a wealth of opportunities for children both on a professional and personal level. Computing can be the step into every career, but in particular gaming design, website design, coding and programming.

	Current Situation	Vision
Vision and Direction	Computing leader has met with staff to share overall vision and importance of high-quality computing curriculum and education.	The vision for computing is known, understood and embeds the computing curriculum and education across the school.
Quality of Teaching	The quality of teaching in computing is at least good in KS1 and KS2.	The quality of teaching and learning in computing is outstanding at KS1 and KS2.
Standards, Progress and Achievement	In KS1 the majority of children make good progress with 25% of children working at a greater depth level. In KS2 progress is good. 30% of children are working at a greater depth level.	Progress of the majority of children is good or better across the school. Progress is lower KS2 is consistent with the rest of the school. 40% of children are working at a greater depth level by the time they leave the school.
Assessment	Children are assessed at the end of every unit or topic of work. Assessment is used to inform the teaching and learning process.	Assessment in computing is used to improve the quality of teaching and learning. A portfolio of work is created for each topic to show progression of key concepts, knowledge, and skills across the school.

Overall Vision

At Great Easton Primary School our pupils will be a competent computer user because they will:

- *Understand and apply the fundamental principles and concepts of computer science, including abstraction, 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, including new or unfamiliar technologies, analytically to solve problems*

- *Be responsible, competent, confident and creative users of information and communication technology.*

SEND, disadvantaged and Higher Potential Learners (HPL)

- Lessons and activities are planned to include and extend all children by utilising a range of approaches. For children on the Special educational needs and disabilities (SEND) register this may include child specific support, use of equipment to support learning, and mixed ability grouping to develop peer teaching. Assessment for learning, carried out by the class teacher, will support the identification of children working at different abilities and teaching and support will be adapted in line with this.
- Identified disadvantaged learners are viewed as individuals and it should never be assumed that all disadvantaged pupils face similar barriers or have less potential to succeed. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations.
- Higher Potential Learners (HPLs) within Computing demonstrate a deep, long-term, secure and adaptable understanding of the subject. It is demonstrated by how skillfully a child can apply their learning in computing to new situations in unfamiliar contexts. Through discussion as a staff team, children who embody these strengths and skills may be added to the HPL register. To further extend these learners opportunities are sought to take part in activities, speak with 'experts' and enrichment trips and visits.

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