

INTENT



We aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.
- have competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- have the ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- have an understanding of the connected nature of devices.
- have the ability to communicate ideas well by using applications and devices throughout the curriculum.
- have the ability to collect, organise and manipulate data effectively.

IMPLEMENTATION



- Pupils participate in a weekly computing lesson using the Kapow programme. This programme ensures pupils are able to develop depth in their knowledge and skills.
- Further computing opportunities are identified in other curricular areas, such as research tasks, data handling, photography, filming, etc. These links support pupils in making connections and remembering the steps they have been taught in their discrete computing lessons.
- Pupils use laptops and iPads to access the computing curriculum.
- Lessons build on what the pupils already know and the subject knowledge that is imparted becomes increasingly specific and in depth, with more complex skills being taught.

IMPACT



- During and/after lessons, pupils are assessed through informal assessment techniques: questioning, conferencing, reviewing written work against learning objective/success criteria, short retrieval activities, flashbacks.
- At the end of a unit, we expect that the vast majority of pupils will have remembered and be fluent in their understanding of the “milestones.”
Milestone 1: Year 1/2; Milestone 2: Year 3/4; Milestone 3 Year 5/6
- Milestone assessments are recorded by each teacher and reported on end of year reports.