



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

Computing

PLANNING for DELIVERY

Computing is taught as stand-alone lessons throughout the school on a rolling programme for Key Stage 1, 2 and EYFS. The rolling programme can be found in the shared school googledrive folder.

The computing skills and use of computing technology taught in lessons are also further used throughout other areas of the curriculum to enhance learning in those subjects. Computing teaching is supported using Rising Star's Switched On Computing Programme of Study, Twinkl Planit and Education for the Connected World resources. Over the course of the rolling programme all of the skills in the National Curriculum are covered. Emphasis is also placed on keeping children safe in the context of online safety with each unit of work helping pupils understand the implications of technology for individuals and society as they become more digitally literate. Online safety is also taught through PSHE and assembly themes.

Each Key stage has a dedicated computing lesson each week to ensure sufficient time for teaching and practising skills taught.

PROGRESSION and DIFFERENTIATION

Computing sessions are taught on a two year rolling programme for EYFS and Key Stage 1 and a four year programme for Key Stage 2. This allows a progression and build up of skills over this period. Where a unit relies on previous knowledge being built upon, such as programming units, materials are adapted from earlier units to ensure the skills are taught.

Each unit has suggestions for ways in which to provide for children working at different levels to ensure that support is in place where needed. This may not be done by year groups but by the individual child's ability. Many opportunities are given for mixed ability pairs or groups which is beneficial for sharing knowledge and developing skills. Key skills and vocabulary will be revisited and built upon as they progress from lesson to lesson and throughout the school.

CHALLENGING THE HIGHER ABILITY

All the learning activities are differentiated so as to provide appropriately challenging learning for all pupils. Many of the activities are differentiated by outcome as well as the provision of differently levelled starting points. There are extension activities for higher abilities which have been developed particularly with talented or gifted children in mind.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Some interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.

ASSESSMENT and Record Keeping

Teachers are constantly assessing children through questioning, observation and through the work created. Evidence of engagement with learning activities will be regularly collected through photographs, audio and video and printouts of children's work. Children will regularly contribute to towards the Whole Class Book in order to show the progression of learning and to use as an assessment tool. Children will also be encouraged to assess their own and other's work against specific learning objectives.

Summative comments are written on an end of year report to parents. Annual report comments are to be recorded at the end of each unit of work. This should be written in the light of the skills and knowledge that each child has acquired and developed throughout the unit.