



Computing is integral to living and working in our world, and the understanding of how data, information and communication can be used and developed within the framework of everyday life is essential. However, as the Covid 19 Lockdown in 2020 showed us, many in our community do not have access to the technology or computing knowledge needed to reap the benefits of the online world. When children do have access, it is often to gaming programs where children see themselves as future gaming champions without the aspirations or skills to write and develop their own programs or source online information. Access to suitable technology for all members of the family at home is also limited so that many families were reliant on our paper-based work packs during Covid rather than having access to the materials that were available online or to the possibility of us providing our own online teaching.

At Woodhall we are beginning the change that will ensure that children will leave primary school with the computing skills needed to access the online world safely and the capability to use technology throughout their lives. We are also aiming to ensure that every child has access to suitable hardware and software to work at home and school.

We also know that, as a school, we are starting from a point where hardware and software provision in the school was for many years not able to deliver the curriculum. Consequently children's, and often staff's knowledge, is at a lower point than it should be and the development of this knowledge and the provision of high-quality resources will need to continue to be addressed in the future for us to reach a place where provision is as good as or better than that provided at an outstanding school.

We are increasingly providing online tools to help children practise skills at home, e.g. 'Times Table Rockstars', 'Bug Club' online books, and 'Teach your Monsters to Read' phonics app. However, our children do not always have access to the hardware to use these tools at home.

INTENT

Woodhall will provide an exciting, rich, relevant and challenging Computing curriculum for all pupils that will not only provide them with the skills they will need for their future careers but which will also provide them with independent access to information, knowledge and skills that they can use in their learning today. To do this we will give children access to a variety of high-quality hardware and software resources that will enthuse and equip Woodhall pupils with the capability to use technology throughout their lives.

We will also equip our pupils with the skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others. To do this we will teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated as well as develop the awareness of how, when, why and what to share with others when online.

As pupils' skills develop, we will begin to utilise computational thinking beyond the Computing curriculum and aim to exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety) providing a computing environment that is equal to or better than that found in fee paying schools.

We will widen the aspiration of our children to go beyond being professional gamers to becoming the developers of world leading games and platforms, to go beyond interrogating data bases to creating relevant, functional databases. Computing will be practical and embedded in the wider curriculum and life of the school.

We will provide technology solutions for forging better home and school links that will enable pupils to complete homework and access information from school at home. **We will seek to attract funding and or support from local business as our budget is already being squeezed into too many directions.**

IMPLEMENTATION

EYFS will continue to focus on the Early Years outcomes which provide the prerequisite skills for Computing within the national curriculum. Learning will develop from children's interests and needs and the teaching is through context-based and role play experiences. I Pads, walkie talkies and programmable toys are introduced into the environment at appropriate times during the year.

The most relevant early years outcomes for PSHE are taken from and assessed through the following areas of learning:

- Understanding the World

To provide the exciting, rich, relevant and challenging Computing curriculum our pupils need in KS1 and KS2, we have bought into the Purple Mash curriculum. It addresses the statutory aspects of the National Curriculum and gives support where areas of the Computing have been missed in previous years and allows quick catch up. It gives good support to teachers who are not yet up to speed in the area of Computing.

It is intended to be a stand-alone curriculum. It is be taught for 1 hour a week. Skills learnt **are** used in the wider curriculum where appropriate. For example, constructing data bases in science to store and interrogate data collected in experiments.

To supplement the curriculum every opportunity will be explored to ensure children are exposed to the full use of Computing in the wider world and opportunities will be explored to bring in people from local businesses (Hertfordshire and London) to show how Computing affects their work with a broader aim of widening the aspirations of our children.

Key Stage 1 Outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 Outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

IMPACT

Pupil attainment is assessed using the Purple Mash Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention. Teachers keep accurate records of pupil attainment by entering data using the Purple Mash Computing Assessment Tool. Tracking of attainment is used to inform future planning using the catch up resources where necessary.

Formative assessment is undertaken each session/interaction in Computing and pupils will increasingly be encouraged to be involved in that process. Summative assessment is undertaken in line with the assessment cycle . Using electronic work samples from children's portfolios on Purple Mash, teachers make judgements about the samples.

The curriculum lead will use work samples, observations, pupil voice to monitor the provision and effectiveness of our provision and will provide training and input where needed to ensure provision is improving.

Children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented should be provided with access to the curriculum and no child should be pulled out of the weekly Computing lesson on a regular basis. We are hoping to use the flexibility that technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day as and when this is available.