Princetown Primary School
Subject Key Summary Points

At Princetown Primary, we are 'Inspiring Lifelong Learners in our Community' by providing them with a broad and balanced curriculum that will inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

Subject	Computing
Overall curriculum	Computing is an ever-evolving subject and we want children to be able to use IT competently, efficiently and skilfully in order to support them in the future. By weaving computing through all subjects and teaching it discretely, we are allowing our children to learn how to use computers to enhance their life and support their curiosity. All our children have access to their own computer and can use this when they see fit; allowing them to develop their interdependence. We want children to leave primary school being computer literate so that it supports their future life choices. At Princetown we aim to give children opportunities to use technology often and give them opportunities to use technology that they may not be able to at home. They are able to use visible learning techniques such as resilience to solve problems.
Pedagogy	The core of computing 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. We deliver a knowledge and skills based curriculum where children use prior knowledge to develop their skills throughout school life. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. In EYFS, children are exposed to different forms of ICT through their curriculum and have access to computers through play. Pupils will also understand how to live and use technology safely in an increasingly digital society. Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.
Assessment	Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is used to monitor progress and to identify any child needing additional support as soon as they need it. • Assessment for learning is used: - within lessons to identify children needing additional support. • Summative assessment is used: - Every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the additional support that they need. - By SLT and scrutinised to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place. Statutory assessment • Teachers collect a portfolio of each child's computing work which is stored on their computers and shared with their teacher or a record of quiz scores is collated. A named member of the school governing body is briefed to monitor the subject.

Culture	As Computing underpins today's modern lifestyle, we believe it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. It is our intention that the study of Computing will enhance and extend children's learning across the whole curriculum whilst developing digital literacy, computer science and the ability to create computer programs. Pupils will also understand how to live and use technology safely in an increasingly digital society. The online safety aspect of computing has strong links with our PSHE teaching based on the Cornwall Brook Programme. As well as teaching regular sessions, we also celebrate the annual 'online safety week' as well as 'anti-bullying week'. There are also occasions where additional sessions will be taught if needed due to latest developments/class needs. It is imperative that parents and carers are kept up to date with the latest online safety guidance and guidance is regularly shared with parents via ClassDojo and via our website to safeguard pupils. For some activities, there may need to be a 'parallel' activity for pupils with SEND, so that they can work towards the same learning intentions as their peers, but in a different way. The use of technology to assist learning can removes barrier e.g. Widget, switches, text readers and speech and communicator devices. Using keyboard shortcuts instead of a mouse, enables all pupils to be involved. Generic software, such as Microsoft Office, contains accessibility facilities for SEND pupils. Screen filters may help with glare or using coloured backgrounds e.g. yellow background with blue script for dyslexic learners. Because the range of hardware and software is wide and continually expanding, teachers will always seek to collaborate with the SENDCo or colleagues e.g. previous teacher, on removing barriers to learning and participation for particular pupils with SEND. Pupils will also be able to advise on the technologies that suit them best.
Systems	In EYFS, the most relevant statements for computing are taken from the following areas of learning: - Personal, Social and Emotional Development - Physical Development - Understanding the World - Expressive Arts and Design **<u>Personal, Social and Emotional Development</u>** - Show resilience and perseverance in the face of a challenge. - Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' Physical Development - Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Expressive Arts and Design - Explore, use and refine a variety of artistic effects to express their ideas and feelings. **<u>ELG</u>** **<u>Personal, Social and Emotional Development</u>** **<u>Managing Self</u>** - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly.

	<u>Expressive Arts and Design</u> **<u>Creating with Materials</u>** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. The national curriculum for computing aims 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 problem - 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. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. See the knowledge and skills organiser for computing which demonstrates the progression through the year groups. At Princetown Primary School, we use Teach Computing and PSHE teaching, to support our teaching and learning in Computing. We have strong filter systems in place (set up by ICT4 and regularly checked) in school which are regularly monitored by the Head of School via the Senso software and regular meetings with the ICT4 team.
Policies/key documents	ADMAT Acceptable Use Policy ADMAT E Safety Policy ADMAT Child Protection and Safeguarding ADMAT Computing Policy
Perceptions	Pupils Parents Staff Governors