



Computing

Intent

At the Federation of Holy Trinity, we believe that computing plays a crucial role in our daily lives because today's society is rapidly evolving digitally.

Technology continues to transform our lives, making all corners of the world accessible and enables us to communicate in ways we never thought possible. The importance of understanding and using technology safely and responsibly cannot be overstated, and the teaching of computing plays a vital role in preparing students for the challenges of a technology-driven world.

In our school, computing helps pupils to develop a range of essential skills, including problem-solving, critical thinking, creativity, and logical reasoning. These skills are not only valuable in their own right, but they are also transferrable to other areas of life, helping pupils to succeed both personally and professionally in the future. For example, pupils are taught about different kinds of multimedia which builds and develops through the year groups.

Computing opens a world of exciting possibilities, which inspire pupils to learn more about how technology is shaping our world and the possibilities for the future. By fostering a love and curiosity for computing, we can help cultivate the next generation of computer scientists and technology leaders.

Coverage

How do you know the National Curriculum is covered?

Computing National Curriculum Coverage Maps matrix map the objectives of the National Curriculum and cross-references them to the Learning Means the World Curriculum. Any identified gaps are taught through National Curriculum specific units.

Progression

How do you plan for progression in Geography?

As Computing is taught through thematic units, both through Skills Development Tasks and through projects which then apply those skills, the keys skills for each subject have been mapped across each thematic unit to show coverage (**Computing Skills Maps**) and progression (**Computing Skills Progression Maps**).



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The **Skills Ladder** acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder should enable them to make good progress in their learning.

The Satellite View (**Computing Satellite View**) maps out which thematic units feature this subject and clearly shows the objectives taught.

The **Knowledge Building Pillars** form a robust model of progression for knowledge and understanding, helping pupils to assimilate, synthesise and apply their learning within different digital contexts. This also means that concepts are cumulatively built upon. For example, the Data Pillar begins with pupils knowing how to collect, sort and present simple data in Year 1 and builds to them knowing what a spreadsheet is, what it is used for and how to create one in Year 5.

When is Computing taught?

Computing is taught through the thematic units. The 'Digital Citizenship' strand is further built on through the teaching of the 'Safe Zone' units. The Satellite View maps out which thematic units feature computing and clearly shows the objectives that are taught.

How is Computing taught?

Computing is taught through a combination of hands-on, interactive, and engaging activities that allow students to apply their knowledge and skills in real-world contexts. Whether through unplugged activities, that encourage creative problem-solving, or hands-on projects that allow students to experiment with technology, pupils will develop their skills and knowledge through meaningful and engaging learning experiences. The curriculum is designed to encompass the different strands of computing.

What do we learn about in Computing?

We learn about:

Digital Citizenship is the ability to access digital technology safely and responsibly, as well as being an active, respectful, discerning member of society both online and offline.



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Computer Science and Networks encompasses the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Data teaches pupils how to sort and present data in a variety of ways, using databases and spreadsheets, and how this is utilized in society.

Information Technology helps pupils understand the practical applications of computing in the wider world e.g. computer networks and the World Wide Web. Pupils learn about algorithms, including how and why they are used. They use this knowledge to create their own algorithms.

Multimedia involves the use and combination of video, audio, graphics and text to interact and communicate with an audience through a variety of different software/apps.

Where will you see evidence of Computing at The Federation of Holy Trinity Church of England Schools?

- ✓ Children's Learning Means The World Books
- ✓ Class displays
- ✓ Pupil voice
- ✓ Assessment
- ✓ Subject Leader folders
- ✓ Saved work on online platforms

How do we do we assess and monitor Computing?

We use a variety of methods to assess and monitor computing at Holy Trinity. Teachers will use questioning to help the children recall prior learning. We use a tracking tool called Track Zone to ensure that the pupils are making progress in computing and this is monitored by the Computing Subject Lead who carries out monitoring tasks throughout the year to ensure that the curriculum is being delivered and that there is evidence of the learning.

Through close monitoring, we know the effectiveness of teaching has a positive impact on learning and standards. The Subject Leader has an evidence file recording monitoring activities, which can include interviews, observations and work scrutiny. The Subject Leader evaluates all aspects of computing learning to define next steps for improvement from their action plan.



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How we support SEN

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN
- ✓ Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Impact

Pupil Voice - through discussion and feedback, pupils talk enthusiastically about their computing lessons. They are inspired to engage with the digitally evolving society that they are part of.

Evidence in Knowledge - pupils know about different ways that computing is used within our society and how the number of uses is continually growing. They build their knowledge each year to form a wide understanding of the fast-paced digital world.

Evidence in Skills - pupils use correct vocabulary in computing lessons. They can confidently use the skills taught within a range of digital software.

Breadth and Depth – computing is used across the school with the utilisation of technology both inside and outside of school. Computing equips pupils with a uniquely powerful set of tools to understand and change the world. Through their growing knowledge and understanding, children learn to appreciate the digitally evolving world that we live in.