Computing

Intent

At The Horsell Village School we want pupils to be masters of technology and not slaves to it. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. By the time they leave The Horsell Village School, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), digital literacy (using computer systems to store, retrieve and send information) and online safety (evaluating digital content and using technology safely and respectfully).

Implementation

At The Horsell Village School, computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics.

We have 30 iPads across the school as well as new class teacher iPad to be used alongside the curriculum. We also have resources such as Bee-Bots so that children have the opportunity to use devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught. In EYFS children are given opportunities to access devices to link with other areas of the curriculum, such as maths, phonics, expressive arts and design.

The implementation of the curriculum also ensures a balanced coverage of computer science, digital literacy and online safety. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon. This is carefully mapped out in the Computing Progression Document.

Impact

At The Horsell Village School we encourage children to enjoy and value the curriculum we deliver. We will constantly ask the why behind their learning and not just the how. We want children to discuss, reflect and appreciate the impact computing has on their learning, development, and well-being. Finding the right balance with technology is key to an effective education and healthy lifestyle. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. Children will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly safely. We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. Children will become confident users of technology and have the skills needed to accomplish a wide variety of goals both in school and in the wider world. We also look for evidence through reviewing pupil's knowledge and skills digitally through tools like Purple Mash, Tiny Tracker and observing learning regularly. Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.