Computing

Intent, Implementation and Impact Statement

Intent	Implementation	Impact
At St. Paul's Academy, we want our children to be MASTERS of technology and not slaves to it. Technology is everywhere and will play a pivotal part in our lives. Therefore, we want to model and educate our children on how to use technology positively, responsibly and safely. We want our children to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. At St Paul's Academy, we want children to become digitally literate by developing a range of transferrable skills which can make them active participants in a digital world and prepare them for the world of work. We aim to encourage children to use, express themselves and develop their ideas through a range of information technology. 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 children. Our knowledge rich curriculum has to be balanced with the opportunity for children to apply their	Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of skills and understanding, Computing is taught across 4 main strands: digital literacy, data and information, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through Computing for example writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of Computing and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet,	We encourage our 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 learners 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 a healthy life-style. 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. We encourage regular discussions between staff and children to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We also look for evidence through reviewing children's knowledge and skills by using pupil conferencing and regularly observing lessons to ensure feedback can be offered. We assess Computing the end of each topic, children use this opportunity to record what they have learnt and evaluate their own learning.

knowledge creatively which will in turn help our children become skilful computer scientists.

In computing we are learning to understand and be considerate to the views of other internet users.

In computing we understand the use of rules on computers and the internet, such as when we are allowed to use social media and what we are allowed to post and share.

In computing we understand how to use our right to freedom of speech in a respectable and thoughtful way, being considerate of how this speech will affect others.

In computing we appreciate and understand the views of others, our right to challenge, question and discuss opinions and views, and to do this in a respectable and thoughtful way.

In computing we understand that we are connected to people across the whole world. We understand that these are people from different communities, cultures, faiths and beliefs.

We want our children to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

networks and email. As part of data and information, we delve in data handling. We look at using data loggers, building databases and spreadsheets during this strand. In computer science, we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also, to analyse problems to computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We also teach a progression of Computing vocabulary to support children in their understanding.

Online safety is taught within each Computing lesson as a short starter activity as well as being taught as at least one unit each year. Online safety procedures are communicated with all staff and parents.

During this time, children will reflect on what they knew at the start of the unit to assess their progress.

Assessment will also take place against 'I can statements' for skills learnt during the unit.

Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.