



Our curriculum is focused on the development of every child's knowledge and skills, across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We encourage our children to: Be Curious, Be Knowledgeable, Be Adventurous, Be Creative, Be Collaborative, Be Reflective, Be Positive.

## Curriculum statement for the teaching and learning of Computing 2021/22

<b>INTENT</b>	At Mullion Primary School, we offer a structured sequence of lessons, helping teachers to ensure that they have covered the skills required to meet the aims of the National Curriculum. The content allows for a broad, deep understanding of computing and how it links to the children's lives. It offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. They develop analytical problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology. Our broad aims in the teaching of computing are to ensure that our pupils are computer literate, understand how to use and apply developing technologies and have the knowledge and application to keep themselves safe online, reporting concerns to trusted adults.			
<b>Underpinned By</b>	<b>The teaching of skills</b>	<b>The application of skills</b>	<b>Vocabulary</b>	<b>Internet Safety</b>
	Our pupils will be taught how to use a range of computer software, including spreadsheets, databases, email systems, word processing, multimedia presentations, app development, control programming and coding. They will also be taught the key elements of online safety and how to report concerns and speak openly about online behaviour.	Our pupils are given regular opportunities to apply the computing skills and knowledge that they have been taught to support their learning in other curriculum subjects. Pupils in key stage two use Chromebooks to support learning and access the Google education suite of software across the curriculum.	Our pupil pupils will understand and use appropriate topic vocabulary, including that associated with programming, e.g. algorithm, debug, input, output, and variable.	Our pupils learn about internet safety through computing lessons, but also through PSHE and the wider curriculum. Google Classroom is used as one way to teach children about online behaviour in a safe and protected space.
<b>Implementation</b>	<b>Curriculum Approach</b>		<b>Portfolios</b>	<b>Resources</b>
	We follow the PlanIt scheme of learning across the computing curriculum. Each lesson contains revision, analysis and problem-solving. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence. Cross-curricular links are also important in supporting other areas of learning. Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges. In KS1, the focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. In KS2, lessons still focus on algorithms, programming and coding but in a more complex way and for different purposes. Children also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling is featured more heavily in UKS2. Skills learnt through KS1 and LKS2 are used to support data presentation.		Learning is evidenced through the use of online portfolios.  In Early Years and key stage one, learning is evidenced through floor books and online portfolios. In key stage two, the children add to a learning journey of computing which is developed online. This is a combination of progressive learning examples and final pieces of evidence.	In Early Years and key stage one, the children access technology such as talking tins, postcards, audio devices, iPads, cameras and Beebots. They also have use of Chromebooks for learning. In key stage two, each child has a Chromebook to support their learning across the curriculum and also for the use of Computing lessons. They also have access to resources such as visualisers, cameras and iPads.
			<b>Assessments</b>	<b>Our Online Safety Curriculum</b>
			Assessment takes place through <ul style="list-style-type: none"> <li>✓ informal judgements by staff during lesson in relation to the success criteria</li> <li>✓ formal checklists</li> <li>✓ pupil and peer assessments</li> </ul> At the end of a unit of work teachers make a summary judgement about the work of each pupil in relation to the success criteria outlined at the beginning of the unit of work, and records these judgements termly.	Staff are trained in the area of online safety, and all schemes of work have an online safety focus. Issues such as cyberbullying, online wellbeing, screen time/ addiction, the reliability of information and 'Stranger danger' are discussed in PSHE lessons and assemblies. Children are taught the SMART rules of online safety, and are taught the skills and knowledge that they may need to keep themselves safe online.
		<b>Opportunities to Apply and Practise their Skills</b>	<b>Whole School Days</b>	
		Pupils are given opportunities to practise their basic skills such as logging in, saving work, touch typing and mouse control through the use of Chromebooks. They use these to access reading assessments, book quizzes, times table practice and to access Google Classroom.	Whilst online safety is embedded across the curriculum, we also promote online safety annually on Safer Internet Day (February)	
<b>SEND</b>				
The curriculum is adjusted with additional and different provision for all children who have identified SEND and have an Individual Provision Map (IPM)				
<b>Impact</b>	At the end of each year, pupils have developed their reflective skills, and have gained a new understanding of the skills required to explore technology confidently and safely.			
	<b>PUPIL VOICE</b>	<b>EVIDENCE IN KNOWLEDGE</b>	<b>EVIDENCE IN SKILLS</b>	<b>BREADTH AND DEPTH</b>
Learning in computing will be enjoyed across the school. Children from all classes will talk about learning in computing and skills they have developed. Learning in computing will be used across the curriculum.	Teachers will have high expectations and quality evidence will be presented in a variety of forms. Learning portfolios will show knowledge acquired through learning. It will show developmental and assessment pieces of learning.	Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products.	Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.	