

Computing Intent Implementation Impact Statement

Intent

At Haughton School we believe that it is our responsibility to prepare our children for their lives in the modern world, for which computing is an integral part. We want to give our children the knowledge and skills to enable them to use technology creatively, responsibly and safely. They will also have the ability to develop and build upon the knowledge and skills they have acquired at Haughton School. We intend for our children to be masters of a broad, balanced computing curriculum composing of Digital Literacy, Computer Science and Information Technology. We believe that using technology safely and responsibly is a vital element of every lesson that we teach. With this focus on safe and responsible use, the children will be able to make good choices when using technology, leaving them free to progress and develop their knowledge and skills. At Haughton School we intend to provide a computing curriculum which is engaging, accessible, appropriately challenging and gives the children memorable and enjoyable experiences which ensure that they foster a love of computing.

We also have the belief that computing should enrich and support all aspects of our school curriculum and that children's learning can be made more rewarding and motivating by using technology. It allows teaching to become more creative, engaging and therefore effective, by providing new and exciting learning experiences for our children. The use of technology also allows us to meet the individual needs of our children, by supporting them in accessing all areas of the curriculum.

Implementation

At Haughton School we use a range of computing schemes that are appropriate to the developmental level of our children. In Early Years Foundation Stage (Badgers) the children learn through child initiate learning with objectives and progression taken from the Cherry Garden scheme of work. In Key stage 1 our children are learning from the Sheffield SEND Computing scheme and in Key stage 2 the children are learning from Rising Stars - Switched On Computing scheme of work. These schemes recognise that computing has three inter-related aspects, and these are built upon as our children journey through Haughton School.

- Computer Science (the foundations of computing, covering coding and computational thinking)
- Information Technology (the applications of computing, including working with documents, data and digital media)
- Digital Literacy (the implications of computing for individuals and society)

The Sheffield SEND Computing scheme is a comprehensive computing scheme of work for students with Special Educational Needs and Disabilities (SEND), in particular those working below age related expectations. It includes activities for a range of abilities, from those children

working on a developmental curriculum below national curriculum levels, to children working at Key Stage 1 level. It also includes units to stretch more able children. The scheme of work has been designed for teachers to find activities to suit children within a mixed ability class, and to be taught via wider curriculum areas. Each unit contains a large number of suggested activities, links to resources, online safety discussion points and progression statements. The scheme covers the breadth of the National Curriculum, with units grouped in areas: What is a computer, Multimedia, Data handling and Programming & Algorithms.

Switched on computing recognises the 'spiral' nature of learning and progression. Meaning that children will build upon the skills, knowledge and understanding that they have developed previously. For example, in programming children are introduced to a simple sequence of recorded button presses on a Bee Bot in Year 1, then move on to building programs by snapping together blocks to move sprites in Scratch Jr before going on to create their own animations, quizzes and games in Scratch. Children progress from simpler to more complex programming languages, but also build up their conceptual understanding of programming from sequence, through repetition and selection to input and output.

Switched on Computing is a scheme of work that is based on creative and practical experiences giving children plenty of opportunity to learn, practice and master new knowledge and skills. Children will have the opportunity to create, adapt and assess a variety of different digital artifacts including digital images, musical compositions as well as more traditional artifacts like spreadsheets and email. Children at Haughton will also be given the opportunity to collaborate and learn from their peers, working in small groups and in pairs. Children will create digital artefacts with peers as well as reviewing, evaluating and feeding back on their peers' work.

The individual schemes of work allows teachers to be flexible in how the content is delivered. The schemes are designed so that we are able to adapt the lessons so that we can meet the children's specific learning styles and differentiate to set appropriate challenge. This is crucial to our children at Haughton School. Teachers will differentiate the lesson objectives and tasks to suit the individual styles, and to provide appropriate challenge to build upon the skills and knowledge the children already possess and have acquired in previous years. Teachers will also use communicate in print and other communication strategies outlined in our 'Inclusive Communication Approach' policy.

Teachers will use the IASEND assessment system, as well as specific formative assessment at the start of each topic to gather the next steps and objectives for their specific children. The teachers will then use the plans from the Sheffield SEND Computing and the Rising Stars: Switched On Computing Scheme and differentiate the lessons appropriately.

Evidence of lessons and the children's work will be collected in a class Floor Book. This will contain learning objectives, examples of the children work, pictures of the children in lesson and examples of the children answers and statements.

Teachers will use a pre-designed slide show frame to structure lessons. This slide show frame will include the important e-safety points in each topic, as well as new vocabulary and the real-world uses of the skills the children will be developing in a session. This will give the children a familiar structure to the lesson, address the vital e-safety points for the children and give them a context to the lesson.

Throughout all of Haughton School we recognise that the safeguarding of our children is of paramount importance. Online safety will be taught as a part of every lesson giving the children the skills to identify risk factors and dangers as well as understanding the appropriate course of action to protect themselves and others. Any concerns identified by staff members or children will be dealt with as outlined in our Online Safety and Safeguarding policies.

Impact

Ongoing formative assessment is an essential part of our practise; teachers are expected to update our iASEND assessment tool half termly to show progression in their children's learning. The teachers will also use the iASEND data as a supportive tool, to match the work and lesson content to the individual abilities of the children, to ensure progression in their learning and to identify any gaps. Other opportunities for assessment will arise in cross-curricular work, where teachers and their classes have access to their own laptop computers (more than 1:2) and software resources (e.g. Purple Mash) to ensure that they can utilise the use of technology and develop computing skills across other curriculum subjects. The impact of our teaching will also be measured through the use of child voice activities where children will have the opportunity to express their opinion of our curriculum and the lesson's they have taken part in. The progress and attainment of children will be monitored and along with child and staff voice questionnaires to ensure that the current curriculum is providing maximum impact on the children's learning. If the appropriate progress is not being made, then support will be given to teachers to make interventions.