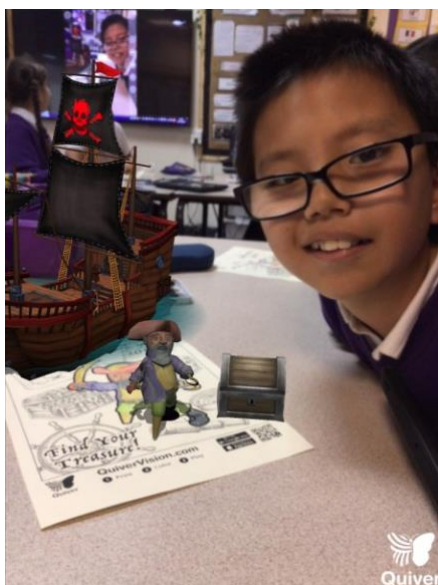


Computing Curriculum Statement

Computing Intent



At Whitefield Primary School, we are **DIGITAL INNOVATORS!**

We want our children to understand the potential of technology and start to build computing skills for the future. We want them to become digital creators, using technology to support other areas of their work and lives, and also to understand the responsibilities of being digital consumers on their time, relationships and wellbeing. We know the digital workplace is continuously evolving and want them to grow up wanting to part of that as software engineers, video game designers, web developers or IT consultants

At Whitefield, our Computing curriculum strives to develop resilient, reflective, creative and independent learners. It gives space for children to become "computational thinkers", tackling complex problems, making mistakes and learning from them. It

also engages our children, through the creative use of technology, to prepare pupils for the demands of the 21st century and the technological world that awaits them in the future.

As well as the huge potential of technology we teach our children to understand the challenges and problems it can create. We teach them to become good digital citizens, to know how to stay safe and keep others safe online, to be aware of the need to be test out what and who they see and the importance of what they share in creating their own digital footprint.

Computing Implementation

- At Whitefield, we are primarily following the National Centre for Computing Education and Raspberry Pi Scheme of Work. This is supplemented with units from Knowsley computing scheme of work in relation to online safety.
- Computing units are categorised into strands consisting of information technology, digital literacy, computer science and online safety.
- Children complete computing units termly, but digital literacy is embedded in all subjects and is used on a daily basis to enhance and support the learning of other curriculum areas.



- The school uses a suite of core applications linked to the scheme, which enable children to develop and progress their skills through-out school, underpinned by the seesaw app which enables them to curate and share their content. This also gives them an audience as parents can see what they share.
- Seesaw is used as a tool to help assess and show a clear progression of the skills that pupils learn and how they are embedded throughout their learning journey.

- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- Children have access to IPADS, one between two to support all areas of the curriculum.
- In year 4, 5 and 6 Pupils have access to 1:1 chrome books this enables pupils effectively access all areas of the computing curriculum. Through the use of chrome books we enable the children as independent learners to build a wider range of skills to support their transition to Secondary School
- Teachers follow a clear progression of skills which ensure all pupils are challenged in-line with their year group expectations and given opportunity to build on their prior knowledge.
- To support teaching, staff access a range of resources, planning and remote training opportunities through: LGFL, Teach Computing, Future learn, Barefoot Computing and CAS (Computer at school). Furthermore, they have access to Crumble controllers, Bee bots and a class set of VR augmented reality headsets.
- Our Core Assessment Tracker allows us to use data to inform future practice. Further to this, Summative assessments, rubrics and pupil voice in conjunction with Seesaw enable the skills and progression of learners to be monitored effectively.
- The role of parents is recognised and they are involved in understanding how to keep their children safe at home, and have access to the Safer Schools App

Computing Impact

- Whitefield is an EDTECH50 school, selected as one of 50 schools in Great Britain across the United Kingdom and Northern Ireland, that use education technology to support great teaching and enhance learning.
<https://www.ednfoundation.org/wp-content/uploads/EDTECH-50-SCHOOLS-2019.pdf>
- This is because our school staff are trained, confident and able to use technology to take learning across the curriculum further so children are competent and confident in their digital world
- We also work alongside outside providers, to ensure that children receive a range of experiences of robotics, 3D printing etc.
- Staff ensure that skills build on those that have been attained in previous years to consolidate and build on them as they move through school. Families at our school use technology responsibly, in line with the school's acceptable use policies.
- Over 90% of parents and carers engage with our digital platform seesaw each week. Many parents also engage with the school's social media channels to keep up-to-date with developments that are happening in school.
- Each year, a selection of children from Upper Key Stage 2 are chosen to become Digital Ambassadors. These children are trained to support children that may encounter issues online. They hold informative assemblies for children, aid in data collection, push school initiatives and report any issues that they are told to a member of staff.

