Computing Rationale
Subject Lead: K. Wilkinson

At West Boldon Primary School we aim to teach children to be digitally literate and confident individuals. Following the fundamental principles of the National Curriculum, we aim to provide an ICT rich environment for all learners, nurturing independence and developing them as active participants in an increasingly digital world.

As a school, we use Dimensions - Learning Means the World. This gives the children a thematic umbrella within which all of their subject specific learning takes places. With Dimensions, children are exposed to computing regularly, through discrete computing lessons and activities, but also through research, presenting, recording and using digital technologies in other subject areas.

We aim to do this by:
- Teaching children to use computational thinking to solve problems and find solutions.
- Encouraging creativity and providing children with opportunities to understand and change the world around them.
- Provide children with opportunities to use ICT across all curriculum areas through Dimensions, and to allow them to apply their skills and encourage independent learning for their future workplace.
- Supporting all children (G&T, EAL and SEN) in developing their computing knowledge and skills.
- Giving children opportunities to use computing from Reception so that they can develop skills early in life and build on them as they progress through the school.

To achieve these aims we will:
- Use ICT where appropriate to motivate and inspire pupils and raise attainment standards.
- Develop pupils' computing skills and knowledge through engaging and inspiring lessons in context to their immediate environment.
- Teach children how to be safe ICT users and use digital equipment with confidence. This is to be embedded within every computing lesson.
- Nurture children's curiosity in computing and teach them to use computational thinking to solve problems.
- Ensure ICT resources are up to date, easily accessible and sustainable.
- Teach ICT and Computing lessons discreetly as well as embedding the concepts across all areas of the curriculum through Dimensions, creating opportunities for children to apply their skills in a variety of contexts.
- Support SEN children in their development of skills in computational thinking and independent computer based learning.
- Assess systematically with a focus on pupils' skills progression and their own individual targets.

<u>Why Computing is important to our pupils:</u>

- Children come to our school with limited general knowledge and knowledge of the wider world - becoming digitally literate individuals will provide them with a variety of opportunities, not limited to the world immediately outside of their homes.
- Gross motor and physical skills of our children are of a good standard - this stands them in good stead for the physical aspects of computing, the fine motor skills are developed well enough to use trackpads, mice and touch screens.
- At West Boldon, children are resilient learners and show a growth mindset which enables them to access problem solving challenges, debugging issues and use computational thinking.
- We have a high proportion of SEN children to whom computing is a subject in which they flourish. Similarly, children who find typing easier than writing are accommodated in all other subjects through the use of Clicker 8.

<u>How we support SEN</u>

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :
- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.