Computing Intent, Implementation and Impact Statement

**Intent**

At St John’s Green, we intend to develop ‘thinkers of the future’ who are problem solvers, creative thinkers and logical predictors, able to become masters of technology. We want to engage and enthuse the children, igniting a lifelong love for learning. We aim for 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. It is important to us that the children understand how to use the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future. 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. By providing stimulating and challenging experiences for the children, they can become safe, confident and independent users of a range of hardware and software.

**Implementation**

We follow a broad and balanced Computing curriculum that builds on previous learning and provides both support and challenge for learners. We follow a computing scheme that ensures and progression of skills and covers all aspects of the Computing curriculum. We also want to ensure that Computing is embedded in our whole school curriculum and that opportunities for enhancing learning by using technology are always taken.

* Computing units are categorised into elements of Digital Literacy, Computer Science and Information Technology.
* Children complete computing units half-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.
* Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
* Children have access to iPads to support all areas of the curriculum.
* In Computing lessons, children can use laptops which allows them to practice basic mouse and keyboard skills in each session.
* Teachers follow a clear progression of skills which ensure all pupils are challenged inline with their year group expectations and are given the opportunity to build on their prior knowledge.
* • To support teaching, staff access a range of resources and planning including Purple Mash, J2Code, Scratch and more.
* Regular assessment allows us to use data to inform future practice – teacher assessment and children’s own assessment through the SOLO stages

**Online safety**A key priority of our school is for 100% of pupils to talk about how they feel safe at St John’s Green and why this is important. We also want to ensure children can do so at home as well. Online safety within out computing curriculum then becomes paramount to achieving this. Through the use of ‘Project Evolve – Education for a Connected World’ framework, we support children by empowering them and effecting a positive culture change. The objective of the framework and our school, is the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.

**Impact**

Lifelong learning is a key aim for our school and we encourage our children to enjoy and value the curriculum we deliver. Our children will understand the *why* behind their learning and not just the how. We want learners to discuss, reflect and appreciate the impact computing has on their personal wellbeing and the technological, creative and cultural industries and their many career opportunities. 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. The success of the curriculum itself will be assessed via the analysis of yearly progress data, conducting regular pupil voice sessions and SOLO stage assessments, lesson observations and skills audits. This will then inform future adaptions of the schemes of work and help to ensure that progression is evident throughout school.