



# South Bank Primary School Curriculum Statement

**Computing**

**2023/2024**

**Subject Leader: Charmaine Burgess**

## Intent

Our aim at South Bank Primary School is to ensure pupils are equipped with the skills, knowledge and understanding to be confident learners. We believe that a quality ICT curriculum should develop children's skills and confidence in using a wide range of technology throughout their lives, both for pleasure and for learning. We aim to ensure that children have the necessary skills to produce work of a high standard using a range of programmes and equipment which they can transfer into their next stage of learning and further into employment. We believe that our curriculum ensures our children are secure in their skills and knowledge and that they become digitally literate in their ability to use, express themselves and develop ideas through ICT which is crucial to their development as active participants in an ever-changing digital world.

## Implementation

As a school we highlight the importance of computing through a significant investment in technology for individual children. From September 2020 we began the roll out of the use of standardised digital devices (apple ipads) as part of our digital strategy, for all students to enhance their existing teaching and learning in the classroom and at home. These are used as a teaching and learning tool across the whole curriculum. Nursery, Reception and year 1 children have access to a class set of ipads, with all children from year 2-6 having individual ipads that they take with them when they leave school.

At South Bank Primary School, we take online safety extremely seriously and there is a clear focus given to this both in computing, PSHE and Rights Respecting lessons. This is to ensure all pupils are aware of how to use technology safely both in and out of school and who to approach if they have any worries or concerns about anything they have seen online. Online safety is addressed both in lessons and in whole-school assemblies, allowing us to promote healthy attitudes to online activities at an age-appropriate level.

In lessons, computing skills are taught in a cross-curricular way wherever possible. Pupils are taught some content in discrete lessons, particularly where this is linked to specific software, and this helps all children to be successful in their use of technology. Our computing curriculum includes the use of the 'Purple Mash' materials (amongst others) and covers three main strands: digital literacy; computer science; e-safety and makes links to cultural capital, with the aim of providing all children with the computing skills regardless of background or experiences. When covering this content, the skills needed to present information in different formats (using the Microsoft software, for example) will be taught, alongside skills such as programming, decoding and debugging as well as how to navigate a web page. These skills will then be enhanced further, allowing pupils to apply them when designing and creating their own digital projects.

## Impact

As a result, we have a community of enthusiastic and confident users of technology who are digitally literate and who can support and develop learning both for themselves and others. They are confident at using new and unfamiliar technologies and are capable of transferring skills across a range of programs, technologies and topics. Computing assessment is ongoing throughout the relevant units to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed twice a year and progress is tracked using Target Tracker. Pupil voice is also used to enable leaders to assess the impact of the computing curriculum and whether pupils have a greater understanding of how to access and use information technology with a greater degree of confidence and competence. Evidence of computing work can be seen in floor books, across the curriculum or is saved to children's individual online folders within Purple Mash. Ongoing monitoring throughout the year compliments specific assessments.