

Computing



Learning happily together

Subject Intent

At Lowe's Wong Infant School we want children to develop inquiring minds, ask questions and learn skills which will enable them to be successful, surrounded by technology in modern society.

We aim to model and educate our children on how to use technology positively, responsibly and safely. Children will have the opportunity to explore a variety of different types of technical devices including Chromebooks, iPads, and programmable toys. Whilst learning about computing children will learn about three main elements: Information Technology, Computer Science and Digital Technology.

Children become confident and effective users of Information Technology, where they learn to word process and handle data. They have the opportunity to use equipment to take photos and create simple animations and presentations.

Children become confident and effective users of Computer Science by using apps and programmable toys. They understand that an algorithm is a set of precise and accurate instructions that solve a problem. Children recognise the term Debug and have the skills to correct errors in a simple algorithm.

Children become confident and effective users of Digital Literacy by recognising a variety of different sources of technology in school and at home. They will recognise how to use technology safely and respectfully and who to ask for help. Children will be taught how to log onto their Purple Mash account and the importance of privacy, and understand why passwords are kept private.

Subject Implementation Plan

Timetabling

At Lowe's Wong Infant School computing is timetabled on each Year group's long-term plans.

In EYFS, Computing opportunities are continually provided during 'Explore and Investigate' activities (child-initiated time). Purple Mash activities are provided on the classroom computers.

In KS1, Computing lessons are taught discrete, in one-hour slots throughout the academic year. They follow the Computing Scheme of learning units from Purple Mash, with at least one unit being taught each half term.

Home learning

On a half termly basis a class '2Do' activity should be set for the children in KS1 to complete at home.

On a half termly basis a class 'Pin' should be set for the children in EYFS to complete at home.

How Computing is taught

In EYFS Computing is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activity. Purple Mash is set on 'Mini Mash' for children to explore the foundation curriculum, linked to the Early Learning Goals.

In KS1, Computing is delivered through the Computing Schemes of Learning units each term, which support the statements on the Computing progression document.

Computing will follow three different strands.

-Computer Science (including Online Safety)

-Information Technology

-Digital Literacy

In both the Computing progression document and the Purple Mash unit plans key skills and knowledge are clearly set out, enabling teachers to understand the precise requirements of each strand within their year group. The units from Purple Mash also highlight the vocabulary needing to be taught for each unit, very clearly, in order to fully immerse children in the subject.

Teaching different units to different year groups ensures progression and allows knowledge and skills to be built on prior learning.

Learning in parallel classes should mirror each other as the same units are being taught at the same time. This can be flexible if a teacher feels a lesson objective has not been met by the majority, another lesson maybe needed to address this.

Home learning

On a half termly basis a class '2Do' activity should be set for the children in KS1 to complete at home.

On a half termly basis a class 'Pin' should be set for the children in EYFS to complete at home.

Resources

Children have the opportunity to use a class set of Chromebooks, a small set of iPads and programmable toys.

Resources are based in the technology cupboard located in the Gallery and on the shelf in Indigo Room.

Marking, feedback and assessment

Teachers acknowledge work with a tick or an emoji on Purple Mash. Comments may also be used to provide feedback.

All work on paper should be RAG rated.

Teachers should mark according to the Feedback and Marking Policy.

Recording work

Work completed will usually be on Purple Mash via 2Dos or in the 2Work folders.

Any work completed on paper should be stuck in the children's Learning Journey books (in EYFS) or topic books (in KS1).

A clear Learning Objective and date (this can be the short date) should be on each piece of work.

Work can be evidenced using display, photos, and in floor books.

Learning Environment

Purple Mash provides all the resources needed for lessons; including powerpoints, knowledge organisers and any activities are needed for that lesson. These resources may be either online or will need to be printed off.

Equality and Diversity

Through the use of a range of equipment and appropriately adapted resources all children have equal access to the Computing Curriculum. The images on Purple Mash used to support Computing teaching depict a diverse representation of children and adults.

Curriculum Enrichment

There are opportunities for Computing to be used across all other curriculum subjects, this is strongly encouraged. Purple Mash offers an extensive range of activities and units for all subjects which create excellent opportunities to supplement the learning happening in other lessons.

SEND

All children will have equal access to the Computing curriculum. Support will be given where needed to ensure children learn a broad computing curriculum.

Behaviour

All children to demonstrate good sitting during Computing lessons by sitting on their chair and not touching the equipment, until asked. All children to demonstrate good looking by looking at the member of staff, rather than their equipment. All children to demonstrate good listening by sitting quietly, not talking to others and listening to the exposition and instructions. During working with the Chromebooks and iPads at tables,

teachers will use the visual prompt cards – Whispering Whales or Silent Snails to determine the level of noise for the activity.

Good behaviour will be rewarded in line with the school's behaviour policy.

It is expected that teachers will respond to any misbehaviour promptly during

Computing lessons by following the school's agreed behaviour policy of warnings, reflection and time outs.