COMPUTING AT VALLEY ROAD PRIMARY SCHOOL

INTENT

Our Computing Curriculum is based on the Raspberry Pi Scheme of Work which is based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme.

This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly. It also ensures that connections are made even if different teachers are teaching the units within a theme in consecutive years. At the end of their time at VR, pupils will come out with a clear and comprehensive understanding of the primary computing curriculum.

IMPLEMENTATION

The Computing Curriculum is structured in units. For these units to be coherent, the lessons within a unit are taught in order. However, across a year group, the units themselves do not need to be taught in a particular order, with the exception of units on programming, where concepts and skills rely on students' prior learning and experiences. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences.

IMPACT

Raspberry Pi has built in assessment procedures for the school to use. On some occasions this is ongoing, in others it is a brief assessment at the end of the unit. Teachers track pupil progress on a whole school tracking system so other teachers are aware of areas the pupils have covered and their success in doing so.

COMPUTING INTRODUCTION

The school owns a suite of laptops. This enable the curriculum to be delivered in the classroom and for all pupils to have access to an individual laptop. It also enables the pupils to work using computing across the wider curriculum.

The school recognises computing will form an intrinsic part of all our children's futures but also believes childhood should e spent interacting with others face to face to face rather than via a screen.

STRENGTHS

The school allows all pupils in a class to have access to a computer. This was due to the generosity of our PTA who raised the money and fully funded this purchase. The school uses Microsoft TEAMs as a means of communicating wo parents and pupils. There are guides of parents as well as opportunity for dialogue. The staff regularly post information and photographs of what the pupils have been doing. This includes residential trips which enable parents to see almost immediately what their children have been doing. We also encourage families to share their own experiences on the class or whole school TEAM. This use of TEAMs makes for a secure environment where the community can both share and access information.

INCLUSION

The school is fully dedicated to inclusion. It may be the case some pupils will access a laptop to develop their communication skills on a regular basis. The school equipment is for everyone and ensures all have equal access to programs within school. We do our best to use programs that are easily accessible either for free or likely to be on most home computers.

COMPUTING IN EYFS

At VR Computing activities are undertaken which familiarise pupils with technology they may use more formally in KS1. For example, computing in EYFS may look like taking photos with a tablet, tinkering with a Bee-bot, doodling on an iPad or including an old keyboard in the role play area.

SUBJECT OUTCOMES

A learner working at age-related expectations should be able to meet the success criteria for each lesson by the end of the unit. However, some learners may take longer to grasp certain skills and concepts and therefore may achieve a success criterion from a lesson at a later date. At the end of a unit, teachers may wish to use the observations they have made across each of the lessons to determine an overall snapshot of a learner's understanding of the content from that unit.

SUBJECT ASSESSMENT

Every lesson includes formative assessment opportunities for teachers to use. These assessments are vital to ensure we can adapt our teaching to suit the needs of the learners we are working with, and we may change parts of the lesson, such as how much time we spend on a specific activity, in response to these assessments

While learners are still developing their literacy skills, we encourage observational assessment. We believe that this is the most reliable way to capture an accurate picture of learning.

TO IMPROVE, OUR PRIORITIES ARE:

- Embed Raspberry Pi curriculum and monitor its success
- Ensure we have the appropriate tools (both software and hardware) to develop and deliver the curriculum