Shining in the Light of Christ to be the Best that we can be

At St Joseph's Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs, enabling them to SHINE for life.

Curriculum statement for the teaching and learning of Computing

<table>
<tr><td>INTENT</td><td colspan="3">Technology is an ever-changing, increasingly growing aspect of our pupils' lives; At St Joseph's Catholic Primary School, it is our aim to model and educate the children on how to use technology responsibly, safely and positively. The school curriculum aims to equip the children with the knowledge, skills, vocabulary and confidence to engage and contribute to the wider online community. Through our computing lessons, we encourage the children to become resilient, curious problem-solvers.

Technology is embedded throughout our curriculum to make learning creative and accessible to all of our children, allowing them to 'SHINE'.</td></tr>
<tr><td rowspan="2">Underpinned By</td><td>The teaching of skills</td><td>The application of skills</td><td>Vocabulary</td></tr>
<tr><td>St Joseph's pupils will be taught how to use a range of computer software, including: spreadsheets, word processing, multimedia presentations and coding. Our e-safety lessons will equip the children with the skills needed to stay safe online.</td><td>St Joseph's pupils are given regular opportunities to apply the computing skills and knowledge that they have been taught to support their learning across the curriculum.
- Children use their computing skills to develop their language and communication skills
- Problem solving and resilience are supported by their developing computing skills.
- Their research and analyzing skills are frequently used to develop their understanding of other curriculum areas.
- Children explore their attitudes towards computing and its value to them and society in general.

We continuously explore ways in which a range of apps can be used to deliver more creative lessons across the curriculum.</td><td>St Joseph's pupils will be equipped with the language to talk confidently about technology and to use it effectively and safely.</td></tr>
</table>

Implementation	**Curriculum Approach** We use planning provided by 'Teach Computing' which has been devised to build on the children's prior skills and knowledge. The curriculum allows the children to explore programming, data collection, creating media and exploring technology around us.	**External Visitors** Children in Year 5 benefit from a year-long project working with a local coding expert. The children design and programme their own game. The knowledge and skills of this are applied to technology in the children's everyday lives such as clocks and washing machines.	**After School Clubs** The children's creativity in computing is fostered in our 'Lego Stop Motion Animation Club'.
	Resources The children have access to a range of technology. Laptops and Ipads are used for programming, data collection and the creation of media. They are also routinely used in other subjects to support the pupil's confidence and digital literacy. EYFS and KS1 use bee-bots to practise their programming as well as completing unplugged activities. Children use technology across the curriculum including **Timestable Rockstars**, **Mathletics** and **GO READ**	**Online Safety** The children learn how to use mobile technology and the internet safely. Online safety is not only taught in computing lessons, but in other areas such as PSHE lessons and assemblies. New and popular apps are often discussed in class to educate the children (and parents) on the potential dangers they may face using these. We are currently working towards obtaining our **National Online Safety accreditation.**	**British Values** The planning used by staff is structured to promote British values through developing understanding of other cultures and beliefs, treating people of all faiths equally and nurturing tolerance for other people's opinions. At St Joseph's, we continuously encourage our children to be respectful both off and online.
	Assessments take place through: - Informal judgements by staff during lessons - Verbal next steps for the class - Pupil and peer assessments at the end of the unit At the end of a unit of work, teachers make a summary judgement about the work of each pupil in relation to the success criteria outlined in the planning and records these onto assessment sheets termly.	**Recording of Work** is completed in class floor books where a range of evidence is displayed from every computing lesson. EYFS: Evidence of child-led and adult-led computing and technology activities are displayed in the floor book. The floor book is completed by the adults and referred to during computing lessons. Evidence will mainly consist of photographs and quotes. KS1: Evidence of computing lessons are evidence in the floor books. Key vocabulary are displayed on post-it notes for the children to refer to. The book is maintained by the adults, with increasing child input. The children will be able to refer to and discuss previous learning when sharing their floor book. KS2: Evidence of computing lessons are evidence in both the floor book and on the school server. Key vocabulary are displayed on post-it notes. The floor books are increasingly maintained by the children. The children will be able to discuss previous learning, using the floor book to show evidence of their understanding of the skills and vocabulary.	

Impact	At the end of each year, pupils have developed their computing skills, and have gained a new understanding of online safety issues and how to keep themselves safe online.			
	PUPIL VOICE Through discussion and feedback, children talk enthusiastically about their computing lessons and speak about how they love learning on the computers. They are able to refer to previous learning when sharing their class floor books. Children across the school articulate well about the potential risks of being online, and can talk about ways to keep safe.	**EVIDENCE IN KNOWLEDGE** Pupils know how and why technology is used in the outside world, and in the workplace. They know about different ways that computers can be used. The children have a good understanding of key terminology and can use this effectively.	**EVIDENCE IN SKILLS** Pupils use acquired vocabulary in computing, including coding, lessons. They have the skills to use technology independently, for example accessing age-appropriate software and games in EYFS and using a range of computer software independently in KS1 and KS2.	**BREADTH AND DEPTH** Teachers plan a range of opportunities to use computer technology, inside and outside of school.