Intent, Implementation and Impact Statement for Computing

At St Joseph's, our Computing curriculum seeks to prepare children as citizens of the information age, equipped with the knowledge and skills to succeed and stay safe whilst using digital devices. Through personal empowerment, we provide children with the knowledge and understanding of digital devices and the logical skills they promote. Understanding our context as a rural school, the importance of digital skills cannot be understated due to its importance in the wider world.

Pupils are taught to show **resilience** when programming and debugging projects, whilst also developing a sense of **confidence** and **empathy** to use the internet safely. Through our curriculum, children will be taught the function and purpose of digital devices and logical thinking, as well as how to program for a variety of purposes. They will also create a variety of digital media, from web pages to podcasts. Our children have the **hope** to seek appropriate support for matters online, and protect themselves from any dangers they may encounter. Our flexible Computing curriculum is inspired by the NCCE's Teach Computing scheme, ensuring that it meets the statutory Computing guidance.

Teach Computing is split into 3 key modules for year groups 1-6:

Computing Systems and Networks
- Children learn how to identify technology, as well as the variety of ways that computers can share information.

Creating Media
- Children learn how to create a variety of media using technology, and compare it with non-digital equivalents.

Programming
- Children progress through a variety of programming environments to enhance their programming skills and to allow for greater degrees of customisation/independence.

In addition, through the teaching of Relationship Health Education (RHE) and Personal, Social, Health and Economic (PSHE) education, we also encourage a responsive curriculum in terms of online safety, giving teachers the autonomy to recognise the needs of their class and inspiring them to plan supplementary lessons. These will give children the knowledge that will help and support them, growing their digital **confidence** as they move throughout our school.

Intent	Implementation	Impact
At St Joseph's, we support children with the development of their digital literacy through carefully planned and sequential Computing lessons. These lessons are embedded across our broad and balanced curriculum. At St. Josephs, it is our aim that our Computing curriculum is accessible to all pupils from EYFS-Y6. The curriculum embraces SEN pupils through inclusive resources, ensuring all learners navigate the digital world with confidence. From assistive tech and multisensory tools to smaller group instruction and inclusive activities, primary computing weaves support for SEN pupils into its very fabric. This collaborative effort, involving teachers, the SENCO, and technology itself, empowers all learners to confidently explore and shape the digital landscape. Our lessons **inspire** children to: • Develop **resilience** when encountering challenges when programming, and supply children with the confidence needed to begin the debugging process. • Deepen their understanding of their digital footprint and how they can use this to protect themselves online. This allows children to build **empathy**. • Build self-esteem and tackle barriers to learning, raising **aspirations** for our children. • Give children the **confidence** to become critical thinkers, learning how online content is produced and how to identify a reliable online source. • Have **high expectations**, recognising when they feel unsafe and where to ask for help when needed.	**Faith, Hope and Love** is rooted within our Computing curriculum, **inspiring** children to '**be the best they can be'**. As the children move through the school, their knowledge and understanding is supported by a clear progression in skills, built upon the previous year's learning outcomes. This ensures the content is age-appropriate and provides staff with the flexibility to respond to the children's individual needs and circumstances. In EYFS pupils are introduced to technology through producing digital images using a variety of resources, including iPads and interactive whiteboards. In Key Stage 1, the children begin by learning how to identify technology and how it is used in school. They will show care for creation through creating digital images to celebrate God's creations. They also begin to develop **high expectations** when programming, creating algorithms and sequences. Our **aspirational** Key Stage 2 curriculum builds upon this knowledge, looking at the variety of ways computers can be connected and how to maintain the **high expectations** our pupils need to stay safe online. Pupils will also continue to create a variety of digital media, including desktop publishing, audio production, vector drawing and web page creation - developing their **resilience** to realise their creative vision. **Aspirations** continue to grow in terms of programming, moving from Scratch Jr to Scratch, as well as the opportunity to use of Micro:bits to program for a variety of purposes. The lesson structure is consistent across the school, however the resources and activities provided for the	To be successful in our approach to teaching Computing at St Joseph's, we will regularly monitor the impact of our curriculum through the following: <u>Pupil voice</u> We strive for excellence at St Joseph's, ensuring that *every* child is at the centre of all decision making. We want the children to be **aspirational** about this programme of study, making links between their learning, the online world and the digital life of the school. Through talking to the children, we are able to make adaptations to our curriculum, ensuring that the children consistently have **high expectations** of themselves. <u>Well-being surveys</u> Using well-being surveys, we can gain a better insight to the **resilience** of our children, as well as their **empathy** and relationships with others online. Results from the surveys are collated and teaching staff use these to inform future planning and classroom practice. <u>Staff meetings</u> As well as **inspiring** our children to **REACH**, we also have incredibly **high expectations** of our staff. Staff are positive role models for our children and it's vital that we share good practice and provide CPD to ensure the children have the best possible start to their education. <u>Book looks</u> Throughout their time at St Joseph's, the children will gain knowledge and understanding of their own **faith** and will **love** others as God would want us to, regardless of background or beliefs. With careful lesson planning and delivery to the highest standard, the children's own ideas are recorded in books to

	children will vary depending on the age appropriateness. Each lesson will consist of a detailed lesson plan, a powerpoint presentation and opportunities for the children to have the **confidence** to explore practical opportunities to demonstrate their new skills. Computing lessons have their own specific place on the timetable for three terms and each unit will be delivered over a whole term. In addition to these discrete lessons, the Computing curriculum will be supplemented and enhanced by: • The teaching of RHE • The teaching of PSHE • Citizenship skills • GREAT DREAMs • One to One support & Group Sessions • Computing clubs • PCSO visits to Year 6 children • The promotion of Safer Internet Day In response to our ever changing world around us, our programme is updated throughout the year. Where this has happened, parents are provided with updates and are given the necessary information to enable them to fully understand the content of our curriculum in our school.		ensure that children have the opportunity for personal reflection and response. <u>Learning walks</u> By completing learning walks, as well as observing outside play, children develop the **confidence** to use subject specific vocabulary in their daily lives. Introducing digital leaders has improved the children's ability to access digital content.