Our *Computing* Approach

Our vision at Heymann Primary and Nursery School is to give children access to high quality devices, for children to select technology for a particular purpose so that they can develop, create and communicate their ideas effectively and for children to learn and evaluate their computing skills, applying these across the curriculum. Through identifying four key values that drive our whole school curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community), we have designed our computing curriculum to provide opportunities for our children to develop these values, especially creative thinking, so that they can develop the skills they will need in an ever-changing world. Our computing curriculum is built from the National Curriculum for computing and builds knowledge and skills from the start of the children's time in school, nursery, to the end of year 6. This leads to children achieving age related expectations by the end of each milestone as well as developing pupils to becoming digitally literate through Applied Computing. Skills and knowledge from computing is used across the curriculum for the love of learning.

CURRICULUM DESIGN

Our curriculum content is sequenced for children to build on previous learning. What children learn in the Early Years settings is revisited and built upon in the following school years. In the revised Early years curriculum, Technology and computing is not explicitly mentioned, but we recognise how it can contribute to other areas of the curriculum as well as setting a firm foundation on which to build in computational thinking. Our curriculum is organised into Coding (logical reasoning, pattern spotting, decomposition, debugging, evaluating and tinkering) and Digital Skills (images, film, sound, research, presenting, evaluating and Data) to ensure clarity of expectations and skills. Outside of the computing curriculum, we recognise the importance of Applied Computing, where skills and knowledge from computing are used across the curriculum for the love of learning and to enhance teaching and learning.

TEACHING

Lessons are structured to develop skills and knowledge in small, manageable chunks and then opportunity if given to apply these skills in a context, problem or task, all the while encouraging children to review and evaluate their work. We ensure tasks are designed to allow children to explore and apply their skills in greater depth where appropriate. Through planning for individual need, we aim to provide as inclusive an approach as practically possible, seeking advice and support from relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Including all children in the computing curriculum is vitally important irrespective of background, culture or any other perceived barrier. This is why our topics are

Coding

Applied Computing

Online Safety

specifically chosen to appeal to all children and when appropriate, draw on the rich heritage of our families and community. Lessons are timetabled according to need and can vary from a regular slot each week or as part of other subjects, when applying their skills to other subject areas.

MEASURING IMPACT

We review our curriculum regularly to make sure that it meets the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to explore how the world around them works. It is important that all elements of computing are being taught to avoid the subject being driven by apps and playing on the computer, rather than developing pupils' computational thinking and deeper understanding of the potential of computing to enhance learning and communication.