Computing at Pearson Primary School

Intent
- o The computing topics we explore at Pearson Primary are informed by the Computing Primary National Curriculum and we use this, alongside Purple Mash, to plan computing units of work that support clear skills and knowledge progression.
- o The whole school computing overview ensures children begin their computing journey in EYFS by investigating technology in the world around us and how we use them. In KS1, children build on this by initially understanding what algorithms are, creating and debugging simple programmes, the use of technology outside of school and how to use technology safely. In KS2, children design, write and debug programmes with greater independence, develop their understanding and ability to code programmes, detect and resolve issues with programmes, use technologies to perform searches and develop an understanding of how reliable different sources online are. They also collect, evaluate, analyse and present data and information using a selection of sources and they will continue to develop their understanding of how to use technology and the internet safely in their everyday and school lives.
- o We teach pupils at Pearson to explore and investigate different parts of the computing curriculum through our class and homework on Purple Mash. We also encourage our students to use the skills they learn in computing throughout the curriculum, when presenting or investigating different subject areas.
- o We develop strong subject knowledge amongst all staff through comprehensive middle leader development, a focus on developing teachers' subject knowledge through externally provided CPD, and the provision of high-quality planning resources.

Implementation
- o At Pearson Primary, to ensure coverage, we will be implementing the Purple Mash (2simple) planning tool. This scheme of work is written to work alongside the National Curriculum.
- o Pupils build on these skills year on year to achieve depth in their learning.
- o Learning is carefully planned and structured to ensure that current learning is linked to previous learning within and across units.
- o Computing vocabulary develops and evolves from EYFS to KS1 and through to KS2. The promotion of a language rich computing curriculum is essential to the successful acquisition of knowledge and understanding in computing.
- o High-quality educational experiences (KCOM) develop pupils' confidence and deepen understanding.

Impact
- o Within each task undertaken on Purple Mash there is an opportunity for children at Pearson Primary to independently attempt a task that assesses their understanding of the unit.
- o Evidence of this learning will be recorded within pupil's Purple Mash portfolio and will form the basis of moderation within the year at school.
- o Leaders will monitor the quality and impact of the Computing Curriculum through regular portfolio looks and pupil voice to assess the extent to which pupils know more and remember more.

SEND
Our ambition is for all of the pupils at Pearson to access the full Computing Curriculum. These pupils will be supported to provide them with full accessibility. Pupils will have access to adapted work to allow them to work with increasing independence in their computing lessons. Due to the nature of this curriculum, it is possible for children to practise the same skill as their peers at a level that is appropriate for every child.

Sequence – Unit
- o **Immersion** – students become engaged in a new topic, they activate prior knowledge, and teachers share the key unit objectives (knowledge, skills and vocabulary that will be addressed) through mind mapping or KWL grids.
- o **Content delivery** – age related subject specific knowledge, skills and vocabulary is taught in discrete subject lessons including; computer science, digital literacy and computer science.
- o **Reflect** – at the end of the unit children and teachers reflect on learning to inform future lessons.

Sequence – Lesson
- o **Starter** – Knowledge retention task
- o **Oracy Task** – stimulus given to allow for pupil observation, exploration and discussion.
- o **Guided practice** – direct teaching and modelling of knowledge and/or skills.
- o **Independent/Collaborative work** – children develop computing skills using the teacher modelling and support.
- o **Reflect** – Discussion between children and children and children and adults. What have we learnt today?