



The school's Christian vision

Our five core Christian values
Trust, Honesty, Compassion, Respect and Kindness
are centred on

'Do to others as you would like them to do to you.' (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



St Michael's CE VA Primary School, Lyme Regis

Curriculum Statement for the teaching and learning of Computing

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



At St Michael's Primary School, we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and supporting pupil's conceptual understanding of new concepts which support the needs of all our pupils.

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content." National Curriculum

Our Computing curriculum aims to develop the heart and mind of every child. Computing teaching at St Michael's Primary School has deep links with Mathematics, English, Science and Design and Technology and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving and we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

The aims of our Computing curriculum are to develop pupils who:

- Are responsible, competent, confident and creative users of information and communication technology.
- Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- Become responsible, respectful and competent users of data, information and communication technology.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Become digitally literate and are active participants in a digital world.
- Are equipped with the capability to use technology throughout their lives.
- Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Have a 'can do' attitude when engaging with technology and its associated resources.
- Utilise computational thinking beyond the Computing curriculum.
- Understand and follow the SMART E-Safety rules.
- Understand the E-Safety messages can keep them safe online.
- Apply their learning in a range of contexts, e.g. at school and at home.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Computing is a foundation subject in the National Curriculum and at St Michael's implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage.

Computing teaching at St Michael's will deliver the requirements of the National Curriculum through half-termly topics. Teachers plan using our Computing Progression which highlights the knowledge, skills and vocabulary for each year group and is progressive from year to year. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered at St Michael's weather combined or discreetly.

Computing lessons are broken down into half termly topics, usually with one topic taught per half-term. Repetition of a topic does not mean pupils are repeating an activity, it simply means pupils are building on established skills whilst also embedding previous concepts. Topics are practical and engaging and allow computing lessons to be hands on. Topics cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety.

When teaching computing teachers should also follow the children's interests to ensure their learning is engaging, broad and balanced. Teachers should ensure that ICT and computing capability is also achieved through core and foundation subjects and where appropriate and necessary ICT and computing should be incorporated into work for all subjects using our wide range of interactive ICT resources. Computing teaching at St Michael's is practical and engaging and a variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. We have a wide range of resources to support our computing teaching including but not limited to, iPads, laptops, bee-bots, floor roamers, video recorders and cameras. Pupils may use laptops or iPads independently, in pairs, alongside a TA or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and pupils are always supervised when using technology and accessing the internet.

Alongside our curriculum provision pupils at St Michael's also have the opportunity to participate in a lunchtime school computing touch typing clubs ran by teacher. This clubs aim to provide additional computing support and enjoyment whilst further challenging pupils who possess exceptional computing abilities.

Computing and safeguarding go hand in hand and at St Michael's we provide a huge focus on internet safety inside and outside of the classroom. Additional to all pupils studying an online safety topic, every year we also take part in National Internet Safety Day in February. Internet Safety assemblies are also held as well as parent internet safety workshops, guest speakers and visits from local Dorset PCSO's. Finally, at St Michael's we actively encourage parent partnership within the computing curriculum and outside of school. Parents are made aware of e-safety issues through the school website, Facebook page, links, letters, information newsletters, parent presentations, shared activities and regular guidance.

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different computational components and alike other subjects discreet vocabulary progression also form part of the topics of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring from the Curriculum Standards and Effectiveness committee.
- Moderation in Progress and Standards meetings with opportunities for dialogue between teachers.
- Photo evidence and images of the pupils practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Learning walks and reflective staff feedback (teacher voice).