



INTENT – We aim to...

Encourage children's interest in and knowledge of safely using and understanding a range of technology.

Equip pupils to use computational thinking and creativity to understand and change the world.

Computing 'on a page'



Allow all children to develop and deepen their understanding of computing and how it links to modern life.

Teach the principles of information and computation, how digital systems work, and how to put this knowledge to use.



IMPLEMENTATION – How do we achieve our aims?

Curriculum: At Newhall Infants, computing is taught through a combination of subject knowledge, computational skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom. It is taught through thematic units; these units are 'Happily Ever After' in which children will learn that humans and computers follow algorithms all day, every day, and look at examples of algorithms, 'Land Ahoy' where pupils will learn about sequencing, loops, and conditions/events within programming and will use this knowledge to create a game in an open-ended project and 'Come Fly with Me' where pupils will produce a piece of computer-based art.

Assessment: In EYFS, assessment is ongoing and based upon teacher conclusions of whether a child's development is 'on track' or 'not on track'. Evidence is recorded on 'Tapestry' and tracked three times throughout the year. In KS1, children engage in initial diagnostic assessment through quizzes and discussions and then weekly, informal assessment through means like, 'Kahoot' quizzes to provide opportunity for recall and reviews of prior learning. Teachers use this information to inform future planning and adapt teaching appropriately.

SEND (inclusion and adaptations): In some circumstances where it is apparent that a child's needs would be best met by adapting independent tasks, including coverage of the content from previous years/topics, all and any specific arrangements will be shared with relevant staff and parents. Children who benefit from in-school SEND support will have additional adult-support to ensure that learning is inclusive and works for each child's needs.

Monitoring: By regularly meeting with teaching staff, analysing relevant data and conducting 'open-book' pupil interviews, curriculum leaders are able to listen to and understand children's thoughts and feelings about their learning as well as being able to carefully monitor the quality of the computing curriculum. This ensures that teaching and learning is effective and adapted wherever necessary.

Recording: By using a rigorous matrix approach, the objectives of the National Curriculum are cross-referenced to the 'Learning Means the World' Curriculum and identified gaps are taught through NC specific computing units. Teachers record children's work in floor books and mark work as per the school's marking policy. Subject leaders will then conduct book scans and pupil interviews (which are kept in leader's files) to assess.

Vocabulary: Algorithm, robot, directional language, commands, instructions, paint, techniques, tools, fill, spray, pencil, software, save, save as, eraser, text, instructions, control, programming, programmer, edit, sequence, loop, repetition, event, conditional

EYFS: In EYFS, children explore the umbrella of 'Understanding the World' through a mix of play-based continuous provision and adult-led activities in which Nursery children engage in learning to begin to explore how things work, looking at cause and effect; and Reception children begin to explore how things work and the world around them, making use of technology in learning experiences.

Disadvantaged children: At Newhall Infants, all children are provided access to computing based teaching and learning, irrespective of attainment and social background. Teachers ensure that opportunities to learn both inside and outside of the classroom are accessible to all through adaptive teaching and the use of adult support for those who benefit from this.

CPD: Initial 'Dimensions' Learning means the World training to take place in September 2023, lead by Sharon Dicken and Dimensions Team. Half-termly evaluating and training to develop further subject knowledge. Staff have also completed 'Subject Knowledge Audits' to identify areas for development.



IMPACT – How do we know if we've achieved our aims?

By the end of their time in the Early Years Foundation Stage, most children will:

- Understand how some mechanical toys work, e.g pushing/pulling, flipping switches etc.
- Be confident in using an iPad to safely take pictures with consent.
- Understand how to use the Interactive Whiteboard programmes that teachers provide.
- Develop a basic understanding of cause and effect.
- Remember to ask a grown up for help when needed.

- By the end of their time in KS1, most children will:
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
 - Create and debug simple programs.
 - Use logical reasoning to predict the behaviour of simple programs.
 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 - Recognise common uses of information technology.