

Computing Intent Statement

St Hubert's Mission Statement is at the heart of all our Intent Statements.

Believe to Achieve: Love God, Love Learning, Love One Another.

Computing Intent:

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world' Department for Education.

At St Hubert's, we place a great emphasis on the importance of computing and believe a high-quality computing education equips all children, including disadvantaged children and children with SEND, with the skills and knowledge in computational thinking and creativity to help them to understand the world that they live in and be able to be ambitious, successful young people. Computing is a significant part of everyone's lives, and we believe that children should be at the forefront of new technology to complement and enhance their learning and experiences in a broad and balanced way. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

How this is implemented:

Computing is split into 3 pillars: computer science, digital literacy and information technology. The 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. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world

At St Huberts computing is planned, taught, and assessed using a mixture of online schemes of work, including KAPOW and the National Online Safety platform. Kapow provides an innovative progression framework where computing content (concepts, knowledge, and skills) are organised into a progressive curriculum. Each class is timetabled so that they have access to school's computing resources weekly. Teachers have also adapted their plans so that strong curriculum links can be made with subjects such as Mathematics, English, Art and Science. Teachers use these platforms to directly inform lesson planning and to identify opportunities to assess pupil understanding at key points in a lesson or unit.

Implementation in EYFS

In Early Years, children begin their journey with technology, with access to iPads, Laptops and BeeBots. Teachers facilitate children's curiosity with challenge and modelling how to use the equipment carefully and safely. Children explore a range of everyday electrical equipment during continuous provision.

Implementation in KS1 and KS2

In KS1 children continue their journey with algorithms. They learn how to programme a BeeBot's destination and begin to be able to debug algorithms. Using the laptops they improve their mouse control and learn how to log on and off a computer using their own username and password. They learn about online safety and what to do if they encounter something which makes them feel uncomfortable as well as what personal information is and why it is important, we don't share it with someone on the internet. Coding then progresses from BeeBots onto a computer-based programme.

In KS2, children continue this coding journey further. In KS2, children's digital literacy skills are combined with English, Science, History and Geography and work is word processed and presentations are created using PowerPoint. Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Online Safety is taught once a half-term in each year group, from EYFS to Year 6.

Children learn to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Impact of Art at St Hubert's:

Formative assessments take place throughout the year and teachers record the progress and attainment using our assessment tracker, Insight. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis by the subject leader to inform and address any trends or gaps in attainment.

The children use peer and self-evaluation regularly. They have a knowledge organiser for each topic, that supports them in using the correct terminology.

Staff use the assessment quizzes and knowledge catchers on Kapow to assess the children's knowledge at the end of each unit.

Age related expectation levels are reported to parents across all year groups at the end of the Autumn, Spring, and Summer term.