Broomgrove Infant School

Intent, Implementation, Impact and Monitoring Document for Computing

Broomgrove Infant School is an inclusive and friendly school that serves the community in and around Wivenhoe.

We aim to include and support all members of the school community to be the best that they can be. This includes providing a broad and balanced curriculum that is carefully adapted and tailored to engage all children and provided them with skills for learning.

Our curriculum is built around the School's key values (FAMILY): Friendship, Active, Motivated, Inclusive, Learning and You are Loved

Intent	Computing is an essential part of the Broomgrove Infant School curriculum. It extends and enhances learning in all subject areas and the ability to use technology in a safe and respectful manner is a skill for life. We aim to provide a relevant, challenging and enjoyable computing curriculum for all pupils in the school that meets the requirements of the Early Years Foundation Stage Framework and the National Curriculum. Our computing curriculum enables all children to master the skills identified in our Progression of Skills map. We encourage critical thinking, problem solving, imagination and creativity. This enables children to become confident and effective users of technology. At Broomgrove Infant School we aim to ensure children: • become confident in handling computing equipment appropriately • develop their basic coding skills and subject specific vocabulary • develop the ability to use technology to manipulate and present written word, images and sounds to convey a message effectively • are able to use technology to store information, retrieve and then present it in ways that enhance their work • begin to understand the role of technology and computing they see in daily life • understand and use appropriate technology and software when engaged in simple tasks such as coding activities • apply their computing skills and knowledge to their learning in other curriculum areas • explore their attitudes towards computing and its value to them and society in general It is vital that the children have the opportunity to discover and develop their skills in using technology and staying safe online through planned lessons that all children, including those with SEND, can access.
Implementation	Pedagogy: Our Computing curriculum map has been developed to ensure coverage and progression across the key stages based on the content outlined in the National Curriculum. Computing is taught in a concrete and practical way through the use of unplugged activities, storytelling around concepts and finding and investigating examples of concepts in the lives of the children.

Resources: Staff and children have access to laptops, iPads and Beebots to allow them to enhance their learning.

Delivery method: Where appropriate, staff will link learning in Computing to the theme of study and give children the opportunity to apply and consolidate their knowledge and understanding to familiar situations. At the forefront of our teaching of computing is Online Safety. Within class discussions, the children will carefully consider how to use the technological equipment safely following our school rules and what they should do if they come across something they don't like. Regular Online Safety topics are delivered in all classes as well as Internet Safety themed assemblies. We want to teach children to manage risks safely when using technology and know who they can talk to if they are concerned or upset when using it.

Despite computing not being explicitly mentioned within the 2021 Early Years Foundation Stage statutory framework, there are many opportunities for young children to use technology to solve problems and produce creative outcomes in their play. Computing is embedded within the EYFS curriculum and is taught throughout all areas. The focus for our children in EYFS is to build and develop their computational thinking skills through problem solving; activities might include sorting, grouping and sequencing or grouping and naming. Online Safety is covered by EYFS staff through their Online Safety week and supported by the CEOP materials, Jessie and Friends and via access to Project Evolve.

We aim to enable all children, regardless of background, ability, additional needs to flourish. We follow the National Curriculum, supported by a clear skills and knowledge progression to ensure that skills and knowledge are built on year by year and are sequenced appropriately to maximise learning for all children.
The children will learn to:

- 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 beyond school
- 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

Under the Education for a Connected World Framework (DfE, February 2018) all children will explore and learn about:

- self image and identity
- online relationships
- online reputation
- online bullying
- managing online information
- health, well-being and lifestyle
- privacy and security
- copyright and ownership

	At Key Stage One, staff will use the Planning Framework and Progression of Skills outline provided by the National Centre for Computing Education (NCCE) to ensure complete coverage of the National Curriculum strands. To support staff in delivering elements of the Education for a Connected World Framework, staff will deliver the CEOP scheme of work Jessie and Friends and supplement this with resources available from Project Evolve.
Impact	A variety of methods are used to find out what the children know and understand. Activities are differentiated by the level of support and outcomes, to suit the different abilities and learning styles. Computing lessons allow for collaborative learning and thus encourage children to talk in pairs, small groups or through class discussion, to share learning. In EYFS children have the opportunity to broaden their problem-solving skills and are introduced to the idea of computational thinking. Children are exposed to the range of technology provided in the school before entering Key Stage One, allowing the children to investigate and explore these through play. Staff will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, alongside a progression in their skills. They will be confident using a range of technology and software. Children will see the digital world as part of their world, extending beyond school. They will be confident and respectful digital citizens.
Monitoring	At Broomgrove Infant School, we track progress and achievement to ensure that children make at least good progress. Children who are vulnerable nationally to low achievement, such as Pupil Premium and SEND are monitored carefully to ensure we continue to close any gaps. Teachers will use assessment strategies in every lesson which will support planning the next steps. At the end of each term, assessment data is gathered and progress is carefully monitored to ensure gaps are closed or further challenges are developed. Teaching and learning monitoring includes pupil progress meetings, lesson visits, book scrutiny, and pupil voice.

What our lessons look like at Broomgrove Infant School			
Introduction	Teaching input	Pupil Activity	Ongoing assessment
Daily review and recall	Present new sounds, vocabulary or concepts in small steps	Guided student practice	Ask questions
	Provide models, examples or manipulatives to support teaching	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks	Termly review
	Demonstrate where additional support maybe found; working walls, books.	Independent practice and improvements	Book reviews, pupil voice and test results where applicable.