



## Computing

Subject Leader – Sophie Laycock

### Curriculum Structure

Computing skills and knowledge are taught on a 2-year rolling programme as detailed in the curriculum map and theme overviews. It is taught as a combination of discrete lessons and within other subject areas. Computing skills are used and applied across the whole curriculum as appropriate on a very regular basis. Each term, the children focus on specific aspects of computing: using ICT purposefully and coding and programming within their computing skills lessons.

The purposeful use of ICT in the autumn term is split into specific focuses for each year so that the children sequentially build on prior learning and don't repeat the same learning within each phase. For example, the focus for KS2 in Year A is Word and PowerPoint and for Year B Publisher and Excel (KS1 have similarly alternating focuses using simpler programs such as Purple Mash). The spring term is focused on coding and programming and, every 2 years, also includes control technology linked with DT.

The summer term in KS2 allows plentiful opportunities to use and apply the skills that the children have learned throughout the other two terms so that they can use their computing skills effectively across the curriculum. In Key Stage 1, because the children are first learning IT skills, the curriculum is split over 3 terms rather than having the deepening / using and applying focus in the summer term as per Key Stage 2.

Computers and tablets are used on a frequent basis across the curriculum so children have many opportunities to apply generic skills.

### Planning and Assessment

Teachers use a knowledge and skills progression to guide planning and to ensure that they build on prior learning. This includes clear endpoints which form the basis of assessment. Assessment is monitored by the subject leader.

### SEND

Children with SEND are differentiated for within the computing curriculum where necessary. They may be supported in partnership with another child, work alongside an adult or have a task simplified for their needs as appropriate. Where a child has particular needs, IT may be used to enhance their access to the curriculum and they may learn typing skills, for example, as part of this provision. IT programs are also used as

part of intervention programs such as IDL. Where IEP targets require the use of IT, this is incorporated into lessons or interventions as appropriate. Children with SEND may experience more success when using IT over written work and this is considered when formulating IEP targets.

### Internet Safety

Online safety forms a key element of the computing curriculum and is taught in depth at the start of each year and revisited throughout the year by all staff across the curriculum. (See separate Internet Safety policy)