

# What does Computing look like at Pennington?

## Intent

Computing in our school will:

- Fulfil EYFS and National Curriculum requirements.
- Develop transferable knowledge, skills and understanding explicitly within Computing lessons and across other curriculum subjects.
- Be consistent and offer challenge to all children.
- Show clear progression to pupils, staff and parents.
- Be flexible and responsive to the needs of all learners.
- Enable children to use computational thinking and creativity to further understand our world
- Celebrate progress and children will know how to move on their next steps
- Allow children to gain a deep, conceptual computing understanding and build on this over time.
- Ensure pupils become digitally literate-able to use, and express themselves safely as well as developing their ideas, through information and communication technology so they are prepared for life after Pennington in a digital world.
- Be assessed after every unit of work.

## Implementation

We implement this by:

- Careful, progressive planning across school ensuring that the EYFS and national curriculum objectives and requirements are met.
- Committed staff members applying a consistent approach to the teaching of Computing using Purple-Mash in order to teach digital literacy, information technology and computer science.
- Ensuring that all children have access to the hardware and software that they need to develop knowledge and skills of digital systems and their applications.
- Class teachers having a thorough knowledge of the children in their class so that their planning and teaching is responsive to the needs of that class and gaps are filled when discovered.
- Promoting, practicing and developing independence and team-work alongside high expectations and pride in our work.
- Teaching Computing skills discretely and across the curriculum to support other areas of learning. Our planned curriculum for digital literacy includes online safety.
- Supporting and encouraging regular CPD opportunities for staff.
- Deploying support staff effectively.

## Impact

The impact of the above has been:

- The subject leader and SLT have a clear whole school picture to prioritise and plan for improvement, ensuring all children make at least good progress.
- Each teacher completes a map at the end of each half term showing children at below, expected and beyond levels.
- Pupils whose progress is slow is detected quickly and appropriate support/ intervention is provided. Regular monitoring of the impact provides information and data which will be responded to ensure continuing progress. Learning journeys provide evidence and value progress in skills, knowledge and understanding.
- All children make expected or better progress in Computing.



