

## St Oswald's CE Primary School Computing

| How do we 'Love Our Neighbour' through our Computing Curriculum?                                                                                                                                                                                                                                                                                                                                                                | St Oswald's Christian Vision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>We learn about online safety and how to treat others in the right way when interacting online</li> <li>We learn about the damage of online bullying, what to do if we see it and how to help those that are victims</li> <li>We learn how to communicate with others in different ways</li> <li>We often work in pairs when using the iPads learning to share with each other</li> </ul> | <p style="text-align: center;"><b>'Love Your Neighbour as yourself' (Luke 10:27)</b></p> <p style="text-align: center;"><i>In God's family there are no outsiders as we nurture one another accepting all forms of diversity, whilst fostering a love of learning. Our Christian values, as expressed in the parable of the Good Samaritan, enable us to flourish together as we love selflessly, have eternal hope and walk in faith.</i></p> <p style="text-align: center;"><b>School Motto</b></p> <p style="text-align: center;"><i>'Safe in your hands Lord, we love, laugh, learn'</i></p> |

|                       | What do we envision?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Why do we do this?                                                                                                                                                                                                                                                                                                                                                                                            | How do we implement it?                                                                                                                                                                                                                                                                     |
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| <b>Intent</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>We believe that by developing the right dispositions for learning, a focus on skills and a desire for asking questions pupils are given a solid foundation for sticky knowledge which can be transferred across different subject areas.</p> <p>We want children to know more, remember more and understand more in computing and to leave our school ready for the world of ever-changing technology.</p> | <p>This is achieved through high quality teaching of the core subjects and through our well-thought out subject specific topics making links where possible and with a focus on enquiry. Our curriculum aims to develop relevant skills for learning and so result in sticky knowledge.</p> |
| <b>Implementation</b> | <p style="text-align: center;"><b>How do we teach Computing at St Oswald's?</b></p> <p>Computing is taught through discrete lessons where the children progress through the National Curriculum objectives. During these lessons, the children have access to shared computers/laptops or iPads. The Knowsley Computing Scheme of Work is the main driver for our units of planning as it supports the four strands that make up our computing curriculum. These are Essential Skills, Computer Science, Information Technology and Digital Literacy.</p> <p>By using the Knowsley Computing Scheme of Work, we ensure new learning is based upon what has been taught before and prepares children for what they will learn next. Every unit has a clear end point and an end product which children work towards on their learning journey. The teaching style that we adopt is as active and practical as possible, although at times we do give children direct instruction on how to use hardware and software. We teach computing both discretely and cross curricular when clear links with other subjects are present.</p> <p>Our Computing units and progression model is broken down into four strands that make up our computing curriculum. These are</p> <ul style="list-style-type: none"> <li>Essential Skills: ensure the children have the core basic skills to use multiple devices, this is designed to promote independence.</li> <li>Computer Science: underlines the knowledge and skills relating to computational thinking, coding, algorithms and networks.</li> <li>Information Technology: underlines the knowledge and skills relating to digital communication, creating multimedia content and data representation/handling.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |

- Digital Literacy: underlines the knowledge and skills relating to online safety and technology in society.



### How do we monitor standards in Computing?

#### Impact

The biggest impact we want for our children is that they understand the potential and capabilities of technology and that they are also aware of how to maintain a safe and healthy digital life. Computing is taught and assessed using the school's "Coverage and Progression" document. This enables teachers and leaders to ensure that the required skills are taught progressively throughout the school. Monitoring takes places on a regular basis including pupil voice, book/evidence scrutiny and learning walks, which all evidence pupils having good understanding of what they have been taught and the associated vocabulary.