

What does Computing look like at St. Luke's?

This is our philosophy:

Our computing curriculum aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to create, manage, organise, and collaborate.

It also aims to create children who:

- Recognise that technology is rapidly developing
- Understand how to stay safe online
- Are good digital citizens
- Can use technology for a range of outcomes
- Are skilled in programming and understand how to manipulate technology for a desired outcome
- Are computational thinkers.

Our children will be taught computing in a way that ensures progression of skills and follows a sequence to build on previous learning.

Our children will gain experience and skills of a wide range of technology in a way that will enhance their learning opportunities enabling them to use technology across a range of subject's to be creative and solve problems, ensuring they make progress.

What a Computing lesson looks like in our school:

- Individual or paired worked; which allows children to work with different people over the course of time.
- Lots of talk—reasoning
- Problem solving throughout
- Mini plenaries to share misconceptions, pose questions, challenge ideas
- Access to a range of devices; laptops, iPad, programmable bots.

How does it work?

- We follow the Kapow scheme where the learning is broken down into small steps and Project Evolve for further Online Safety Skills
- Focus on Computational language –
- Many opportunities to talk Computationally

- Weekly allocated Computing sessions, where children can revise and consolidate key computational concepts.
- Previous lessons are briefly recapped to ensure knowledge is embedded
- Before each new unit, knowledge from previous year groups is revisited through mini challenges

This is what we do:

- Staff follow the condensed version of this curriculum to give the children enough time to cover the skills needed.
- Positive use of mistakes/misconceptions that are identified during live marking.
- Learning walks & pupil voice.
- Whole school PD
- Raised profile of Online Safety – annual Safer Internet Day

This is what you might typically see:

- Open ended investigations- low threshold/high ceiling tasks
- Individual/paired work
- Engagement and perseverance
- Children being challenged in their learning

This is how we know how well our pupils are doing:

- Internal tracking following our assessment criteria
- End of unit assessment
- Marking and feedback
- Photo evidence of practical computing e.g., programmable bot / algorithm lessons
- TAs to work alongside teacher to aid with misconceptions or technical difficulties

This is the impact of the teaching:

- Confident children who can talk about computing
- A love of Computing
- Depth of understanding/application in different contexts

Computing Folders - (These move up to each class with the pupils)

- Online Safety lesson evidence

- Knowledge maps for each topic
- End of unit assessments

