COMPUTING

INTENT, IMPLEMENTATION & IMPACT

OVERVIEW

This document outlines the key components of the Intent, Implementation, and Impact framework for Prenton Primary School, providing a comprehensive overview of how Computing and ICT are incorporated into the primary school curriculum. In today's digital era, integrating Computing and Information and Communication Technology (ICT) into primary school education is essential for preparing students to thrive in a technology-driven world.

INTENT

All students at Prenton Primary School should be provided with equitable access to a comprehensive, diverse, and differentiated computing curriculum tailored to their ages, abilities, interests, and particular needs. The aim is to enhance the progression of students' knowledge, skills, and understanding as they grow, fostering the ability to apply these skills across various subjects.

At Prenton Primary School, cultural capital in computing and ICT is fostered through a curriculum that not only imparts technical proficiency but also encourages students to embrace diverse perspectives, thereby shaping their digital literacy within the context of broader cultural influences.
To achieve this goal, it's important to develop a carefully planned and structured computing curriculum, ensuring continuous learning and substantial progress. Engaging students' interest, motivation, and curiosity is crucial, making learning exciting and offering firsthand experiences to reinforce their understanding of the world.

IMPLEMENTATION

Through the use of the Hi-Impact Connected Curriculum, teaching the National Curriculum for Computing and ICT to all students involves the use of concise and coherent long-term and medium-term planning.

Assigning staff members to lead, manage, monitor, evaluate, and review the computing provision is essential. This includes conducting yearly curriculum reviews with support from the subject leader. Building partnerships with external agencies and companies, such as Hi-Impact, is encouraged to broaden students' experiences. The incorporation of the Hi-Impact Connected Curriculum enriches students' learning by providing a wider range of experiences.

Utilising assessment data to inform planning and delivery of the computing curriculum is emphasised, establishing cross-curricular links to enhance other subjects. A clear teaching sequence is created to promote awareness of individual subjects as students progress through school. Addressing specific needs involves making reasonable adjustments to ensure accessibility and progress monitoring, facilitated by the Special Educational Needs and Disability Coordinator (SENDCO) and class teachers.

Ensuring a high-quality curriculum is a priority, cultivating proactive thinking, encouraging questioning, and expanding students' understanding of the world to foster aspirations. Skills and knowledge are embedded and consolidated through the use of weekly Memory Builder activities. Opportunities are provided for students to explore the impact of technology, particularly online, on emotional well-being and mental health, promoting responsible decision-making.

Computing & ICT In EYFS:
In the context of Early Years Foundation Stage (EYFS) education, Computing and Information and Communication Technology (ICT) play a crucial role in supporting children's learning and development.

Computing in EYFS encompasses a broad range of skills and experiences related to technology, including both the use of digital devices and understanding fundamental concepts.

Early Exposure to Technology: EYFS aims to introduce children to technology in a developmentally appropriate way. This includes exposure to various digital devices such as tablets, computers, and interactive whiteboards.

Understanding Technology Concepts: Children are encouraged to develop a basic understanding of technology concepts.

Digital Literacy Skills: This includes activities that help children navigate digital interfaces, use educational apps, and engage with age-appropriate online content.

Creative Use of Technology: EYFS encourages the use of technology for creative expression.

Problem-Solving and Critical Thinking: Computing in EYFS fosters problem-solving and critical thinking skills through interactive activities and games.

Physical Development: Beyond screen-based activities, Computing in EYFS also includes physical development and developing fine motor skills through touchscreens and interactive devices.

Collaboration and Communication: ICT skills in EYFS involve early experiences with collaboration and communication.

E-Safety: Children are introduced to basic concepts of online safety, including understanding the importance of privacy, responsible use of technology, and recognizing age-appropriate online content.

Teachers and caregivers play a key role in integrating Computing and ICT into the EYFS curriculum, ensuring that activities are aligned with children's developmental stages and promoting a positive and safe learning environment.

IMPACT
Pupils at Prenton Primary School are encouraged to develop a range of computing skills starting from the Foundation Stage. In this stage, they engage with activities involving floor robots and apps.

Progressing through Key Stage 1, pupils expand their skills with activities such as digital photography and internet use. In Key Stage 2, the focus shifts towards more advanced applications, including word processing, podcast recording, and solving complex coding puzzles.

Memory Builder activities will demonstrate skills and knowledge across Key Stages.

Personal achievements are celebrated through the use of published materials, certificates and rewards for progress through stages of schemes such as Code.org.

By the time pupils transition from Year 6 at Prenton Primary School, the goal is for them to be confident users of information and communication technology (ICT). They should have proficiency in various technologies and possess awareness of the potential implications of technology on their own and others' social and emotional well-being.

Ultimately, the aim is for pupils to leave Prenton Primary School as considerate and skilled users of ICT, equipped to navigate the digital landscape responsibly.

***The curriculum and its implementation will also be closely monitored by subject
leaders and through the monitoring of pupils' work /learning environment/twitter/displays around school/pupil voice etc.***

The impact of the curriculum will be reviewed annually by all staff and the Senior Leadership Team.