

Intent

‘Computers themselves, and software yet to be developed, will revolutionise the way we learn.’ - Steve Jobs.

With software; reliance on technology and the advances in computer science increasing exponentially, it is vital that children are given the access and resources to understand and appreciate a resource that is fast becoming the common denominator and means of communication and learning for people worldwide.

Computing is a subject we have implemented from the roll-out of the new curriculum in 2014. To ensure that teachers continue to have protected time, Computing will be delivered by a dedicated Computing teacher. This also ensures that delivery is progressive, and that teaching content is built on children’s prior knowledge.

Through our lessons, we will deliver the National Curriculum, as well as instil a respect for the science and an awareness of the dangers of cyberattacks and eSafety concerns – such as cyber bullying, identity theft, etc.

As Computer Science and Computing is a specialist subject, we will implement a scheme of work designed and sequenced by experts/experienced professionals in the field. In this way, we hope to support our staff by providing a high-quality bank of resources and planning that they can draw on and adapt when delivering the Computing curriculum.

Following a review of the previous learning outcomes and support available for teaching staff, we have selected Teach Computing for our scheme of work. We believe that, as a DfE-endorsed and funded scheme, its teaching points; links to programming software and explicit tasks are pre-designed specifically to the National Curriculum expectations, and ready for any adaptation. In addition, having been designed and published by one entity, links to the National Curriculum are explicit and easy to track and the progression and sequencing of the units is logical and outlined clearly in their Progression Maps. Within the unit plans and the online access, Teach Computing also includes links to relevant CPD areas to ensure that subject knowledge and confidence can be developed effectively.

Within the units, Teach Computing have also highlighted Vocabulary development, but a separate document for the expected introduction and use of vocabulary is included within the subject file.

Events throughout the year, such as eSafety Day or Coding Week, are opportunities for children to explore Computing within a different space or with a separate focus to their unit work. We have integrated these events into our school calendar to ensure that children are aware of Computing options available within this field, while ensuring that they are using the equipment and software safely.

Within the Computing curriculum, we have deliberately included units of work linked to basic understanding and use of a computer/laptop. This is to ensure that children can access the more complex concepts with firm background knowledge of the basics, as well as preparing them for using programmes such as an Office Suite or Google Docs for further and higher learning.

Children will develop their skill and knowledge through tasks such as research using teacher-vetted information sites; videos and audio files. As they become more experienced, children will also begin using search terms with more accuracy.

Children will save their work in an allocated folder, which allows us to track their progress and attainment.

Implementation

We promote **IKHLAS**:

Inspiration – **Knowledge** – **Healthy Living** – **Leadership** – **Aspiration** – **Spirituality**

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Computing is led by the Computing Teacher. Via development of knowledge about unit content and expectations, the Computing Teacher is regularly monitoring the curriculum to identify and source what is needed – in terms of resources and training – to ensure that the curriculum is always fully supported and equipped.

Currently, we have 14 laptops that children can use, which is 6 less than the number of children in the largest class, but the budget is being reviewed in order to purchase an additional set of laptops so there is fair and equal access.

The children, over the course of their Computing learning journey, will engage with software such as:

- Scratch/Scratch Jnr.
- Turtle Logo
- SketchUp
- Kodu

The Computing Teacher will complete training/be directed to courses or workshops about the separate programmes to ensure she has familiarity and confidence before and while she teaches the various lessons.

To complement and enhance the basic knowledge that she currently has, she is also being directed to courses linked to her level of experience. This will be developed further with online courses delivered by experts affiliated with platforms such as www.teachcomputing.org and Future Learn with courses focusing on programming, coding and delivering outstanding lessons.

As we continue to develop the delivery of Computing at Al-Islamia, we will expect our staff to become more experienced with the complex concepts that they can adapt and use to create engaging lessons that extend our students' knowledge of Computing.

Impact

We expect Computing to be delivered every week, with no exceptions beyond absence, school visit or trip, or a planned theme day. Even in this case, the missed lesson should be taught at the first available opportunity to ensure a sequenced and complete unit of learning.

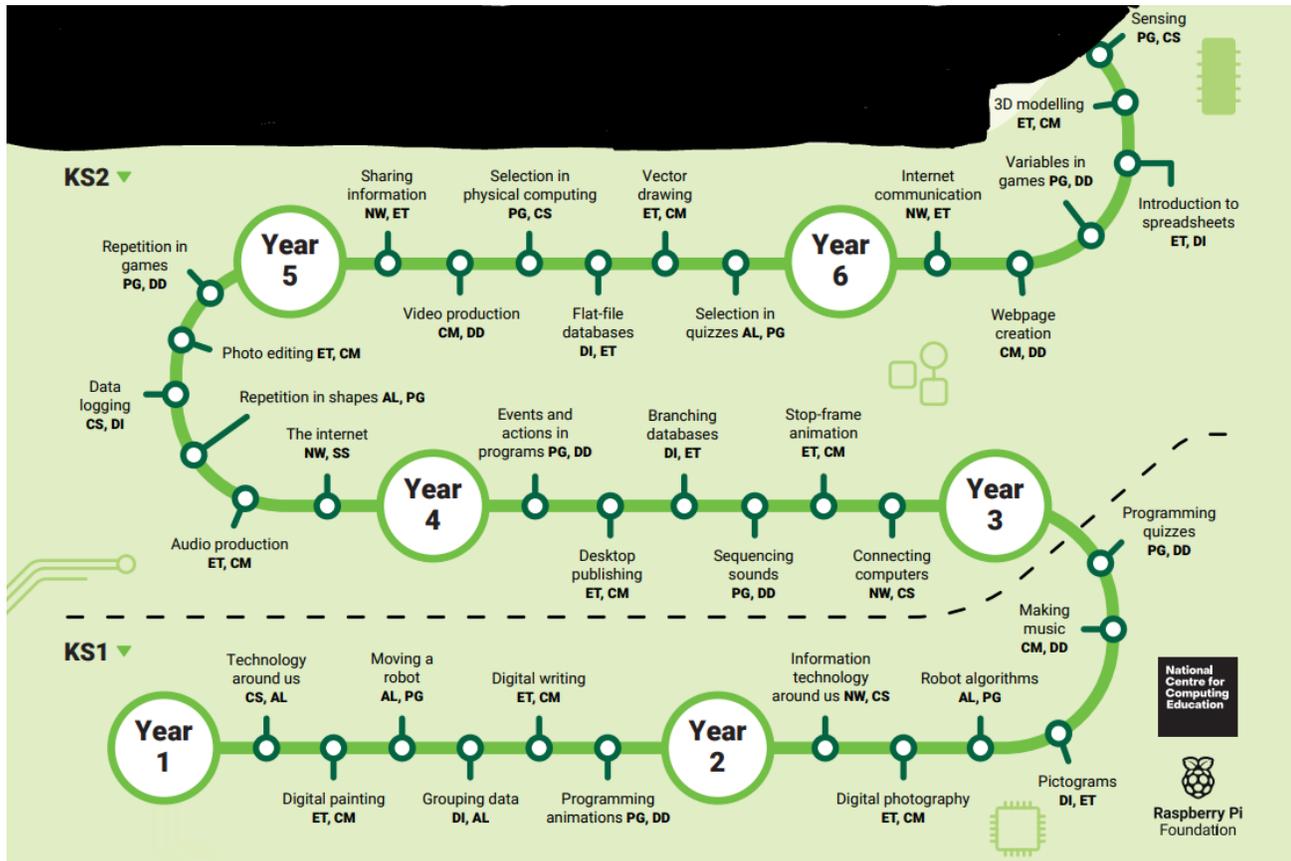
All lesson content/projects should be saved in a child's Computing folder. Where work may need to be saved online, this will be done with student accounts that the school will create and control.

Computing is a well-established subject at Al-Islamia. Children expect and enjoy the sessions, and are respectful of the resources and equipment they use. The subject matter is engaging by nature, and is therefore approached enthusiastically and expectantly by children. Before the pandemic, we had established a continuous programme of study under the guidance of the then-Computing teacher. Children know that they are expected to complete specific tasks to meet learning objectives and be able to move on and tasks were completed to a high standard.

One of the CPD courses that staff may be required to complete is focused on inclusivity for children with needs. As it stands, the smaller than average class sizes and the presence of additional staff ensures that Computing can be delivered with a QFT approach and thereby ensure that all children engage with the learning and make progress.

Policy Review Date: September

Appendix 1: Computing Progression Map



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