



Subject on a page – Computing and Internet safety

Intent Statement

At William Booth we want our pupils to be leaders of technology as we endeavour to create successful global citizens ready for 21st century life. We want to educate and model how to use technology safely, positively and responsibly. We recognise that technology can allow creativity, collaboration, communication and critical thinking across our broad and blended curriculum. Through the use of computing, the curriculum will be accessible by all and children will leave William Booth technically skilful, confident and digitally literate.

Implementation: Scheme

We use the Purple mash and Rodocodo units of work to support our teaching of computer science, and internet safety, ensuring coverage of knowledge and skills from the National Curriculum.

Children will gain digital literacy skills throughout the daily use of iPads within school, following our progressive computing curriculum.

Implementation: Curriculum links

Our curriculum is planned carefully for progression in both knowledge and skills from EYFS to Year 6. We follow the guidance of the national curriculum and our own broad and blended curriculum. The computing curriculum is split into 4 key areas: Problem solving and logical thinking otherwise known as coding, creative content, digital literacy and e-safety.

Implementation: Resources

Purple mash – a fully comprehensive scheme with resources provided, including planning, slides, and coding platforms. It provides progression through from EYFS to year 6. For internet safety, purple mash provides, fake websites and the ability to access safe emails and other social platforms.

Rodocodo is a new app that we are trialling across school. Rodocodo also provides plans, challenges and collates children's data on coding. Rodocodo prevents children from moving forward until they fully understand the previous code ensuring mastery across school.

To provide mastery of coding and hands on experience children can access sphero coding balls during the year.

Implementation: Teaching and Learning approach

Computing is taught cohesively across all year groups, with both knowledge and skills built upon in a progressive manner. The teaching of core vocabulary is prioritised in the curriculum overview and is built upon each year. Digital literacy is taught on a daily basis when children are in class working on the iPads. This is built upon from EYFS to year 6. Internet safety is taught alongside computer science in daily conversations whilst using the iPads however, is explicitly taught as a lesson with a full progression map.

Each coding and internet safety lesson is taught by reminding children of previous vocabulary and code. Children are given coding challenges and problems of which they need to debug, solve or write. Lessons will be taught each half term to ensure progression.

Implementation: Environment

Our school environment embraces technology. Each classroom celebrates digital learning.

Classrooms are complete with digital smart boards and a class set of iPads.

We have a creative range of apps to support learning and allows all learning to be inclusive.

Impact: Evidencing

Coding tasks and internet safety tasks are provided on purple mash and children can evidence their achievements on showbie.

Digital literacy outcomes are evident on showbie, dojo and in class lessons.

Rodocodo provide concrete data.

Impact: Assessment

Retrieval tasks are regularly used to assess prior learning in computing.

AfL occurs regularly in lessons to identify gaps.

Subject Evaluation takes place in spring term by the computing lead to assess learning completed and sequencing of learning.

Rodocodo provides data of achievement.

Implementation: Feedback

Feedback is given to the children within lessons, by providing live AfL during an internet safety or digital literacy lesson.

During a coding lesson, children will be able to watch their code come to life. When an error is made the code will not run and it will turn red. The children will then be able to debug the code or watch the hint video to support their corrections.

Rodocodo will grant a bronze, silver or gold colour to demonstrate to the user their level of understanding.

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

Quality first teaching strategies to support all learners

Purple mash provides words and symbols for coding allowing children to recognise all vocabulary.

Videos are provided to allow children to follow the instructions.

Differentiated questioning to enable children to think more deeply about the language.

Use of iPad in lessons to aid accessibility, e.g. use of voice notes on tasks to support.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)