# Misterton Primary School

# Intent, Implementation and Impact in Computing

| Intent | Implementation | Impact |
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| *For pupils to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.<br><br>*For pupils to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.<br><br>* For pupils to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.<br><br>* For pupils to be responsible, competent, confident and creative users of information and communication technology.<br><br>* For pupils to have basic computer/ word processing skills.<br><br>* For pupils to acquire strategies to enable them to become independent learners in computing. | *Units of work to be planned using the progression documents, national curriculum, purple mash and evolve as MTP's and referenced on weekly timetables.<br><br>* All KS1 and KS2 children will have access to at least 1 hour of I-pad and 1 hour of laptop time a week specifically for discrete computing teaching and/or as a cross-curricular link.<br><br>* Children have access to laptops and i-pads throughout the day to carry out independent tasks such as research on the internet.<br><br>* Integrating computing skills into literacy (e.g., multimodal storytelling), math, and science where meaningful.<br><br>* Work to be differentiated as required and needed.<br><br>* Teachers and TAs to support ALL pupils; providing intervention, support and challenge that individuals require to advance their learning in computing. | *Enjoyment of the computing curriculum will promote creativity, achievement, confidence and inquisitive minds.<br><br>*Pupils feel safe and confident to learn new things and share what they have learnt in an accepting environment.<br><br>* Pupils discuss, reflect and appreciate the impact computing has on their learning, development and well-being.<br><br>* Pupils know the right balance with technology is key to an effective education and a healthy lifestyle.<br><br>*Pupils are proud of their computing work.<br><br>* Pupils know how to stay safe when online and what to do if they have a problem.<br><br>*Pupils know that others value their computing work; they see it on display and is celebrated, shared on |

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| * Pupils to take care in their computing work and present their work to a high standard.<br><br>* Equip pupils with critical-thinking skills to navigate the digital world safely, recognize risks, and know what to do if they feel unsafe. | * Providing staff training, resources and network support so teachers deliver with confidence. | Marvellous Me with their families, in Friday assemblies and with the head teacher.<br><br>* Pupils are given on the spot verbal feedback.<br><br>* Pupils use classroom resources to support their learning.<br><br>* Pupils are competent and safe users of IT with an understanding of how technology works.<br><br>* Pupils leave KS2 with sound word processing/computer skills i.e. logging on, saving work, typing etc. in order to perform fundamental tasks.<br><br>* Teachers moderate pupils' work in school to ensure accurate assessments are made.<br><br>*Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.<br><br>* Subject leader provides an action plan for the subject and addresses areas for development and improvement annually.<br><br>* Subject leader conducts learning walks, pupil interviews and planning monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.<br><br>* Standards being met at the end of KS1 and KS2. |