Richmond Hill Primary School

SUBJECT INTENT - COMPUTING

Technology is everywhere in the lives of our pupils and it will play a pivotal role in their futures. We therefore must educate students on how to navigate it in a safe, positive way. The intent of our Computing curriculum is to teach computer science, information technology and digital literacy in a way which reflects this.

At Richmond Hill Primary School our Computing curriculum intentions are:

Curriculum Drivers

Our Values
Our place in the world
Language and Oracy
Inspiration and Aspirations
Our golden rule:
'Our children are at the heart of everything we do'.

Intent	Implementation	Impact
• We intend to educate our pupils so that they become masters of technology and not slaves to it. • We want our pupils to become creators - not just consumers. • We will model positive use of the internet including aspects of social media. • We want pupils to understand that there is always a choice to be made when using	• The vast majority of tools will be accessed safely through the use of safe and secure Purplemash online resources. • We build on knowledge and skills year-on-year to deepen understanding and challenge learners. • Elements of the computing curriculum have been planned out across the school to ensure coverage and progression. These fall into the following three categories: Information Technology, Computer Science and Digital Literacy.	• Pupils value and enjoy the curricular through the use of technology. • Learners discuss, reflect on and appreciate the impact that computing has on their learning and well-being. • Pupils understand that it is important to find the right balance with technology even though it can be the key to an effective education and healthy lifestyle • Our approach to computing and technology helps pupils to recognise this balance and the need for it.

such types of technology. We will strive to promote making positive choices. • We will allow pupils to share their work in creative ways using technology. • We aim to provide opportunities for pupils to apply their knowledge to develop skilful computer scientists. • We will embed computing skills across the curriculum where appropriate. This creativity should make learning more accessible and fun. • We want our pupils to fluent with a range of tools that can be used to express their understanding, across the curriculum. • We hope that by Year 6, pupils will be confident and independent enough to successfully choose and use the correct tool to complete any given tasks set by staff.	• The majority of the computing curriculum is taught cross-curricularly, utilising curriculum links wherever possible. • However, for lessons which are better taught in a discrete approach, each class has timetabled slots for iPad and laptop use. Computer science lessons usually require this approach. This is the case for 'tinkering' sessions too, where pupils are introduced to a new app and are given time to familiarise themselves with it and experiment. These opportunities are important to allow such tools to then be used in other areas to the curriculum to facilitate and enhance learning. • Many aspects of computing can however, be taught cross-curricularly such as making a video in Year 6 to explain how WW2 started. They'd need to research first, and find out more about the Nazis. This would include some digital literacy to search effectively, understand how search engines work to evaluate search results, and understand that online information can be facts and opinions. Pupils could then create an Adobe Spark video to demonstrate their learning. They	• Pupils can continue to build on this healthy balance in the next phase of their education. • Regular discussions on this matter between staff and pupils help to embed the understanding of a healthy balance. • The way in which pupils use and select technology to demonstrate their learning will reflect the impact our curriculum has had on them. • These outcomes reflect progress within the computing curriculum, and the process that pupils went through in order to achieve them. • We will also see evidence of the impact of this curriculum digitally via Purplemash and Dojo and observing this learning regularly.

	would then upload it to their Dojo portfolios (publishing their work online after discussing the purpose of the content and its audience). This project would therefore cover objectives in different strands including: Managing online information; Video creation and Word Processing. • Delivering computing in this way, means it is embedded to allow learning to become more accessible and it also allows learners to become more creative when demonstrating their learning.	