

## Intent, Implementation and Impact in Computing

| Intent   | Implementation  | Impact   |
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| <p>Technology is changing the lives of everyone. Through teaching computing at St Laurence we aim to equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.</p> <p>It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective way.</p> <p>Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every</p> | <p>Computing lessons are planned alongside the NC &amp; the Teach Computing scheme and ensure children progress throughout the school and develop their computing skills in a spiral curriculum</p> <p>Computing is taught explicitly on a weekly basis (x1), however access to laptops/ipads is available throughout the week to support other areas of the curriculum.</p> <p>Teachers take advantage of cross-curricular opportunities and incorporate the use of ICT equipment wherever appropriate including in English, History, Geography and Maths.</p> <p>We work alongside other schools in the Aquila Multi-Academy Trust to share best practice and enhance the teaching and learning of computing.</p> <p>We engaged with outside agencies to improve children's experiences of computing and help children access more equipment which we do not have in school currently due to funding.</p> | <p>After the implementation of this robust computing curriculum, children at St Laurence will be digitally literate and able to join the rest of the world on its digital platform.</p> <p>They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly - safely.</p> <p>The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.</p> <p>As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-</p> |

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| <p>opportunity available to allow them to achieve this.</p> | <p>Staff plan computing lessons where children are clear on the skills and vocabulary they need to understand in order to progress.</p> <p>Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>They use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs.</p> <p>Children are taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration.</p> <p>They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals.</p> <p>They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>solving, logical thinking and self-evaluation become second nature.</p> <p>Pupil consultations on the computing curriculum take place annually. Areas for development are identified and shared with staff and any adjustments are actioned.</p> <p>Work folders are used to log the children's work on paper.</p> |
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