
















Computing & ESafety Curriculum Rationale

| Intent | | Implementation | | Impact | |
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|  <p>Curriculum</p> | <p>The school follows an adapted Computing programme of study. We have 6 pathways which have been designed to ensure pupils have received a varied and engaging input over time that is age appropriate, even when they remain in the same cognitive pathway, to ensure that skills and knowledge are consolidated and new learning is acquired. Computing is incorporated across the whole curriculum to provide pupils with the opportunity to develop essential knowledge and skills across the three areas of computing- digital literacy, information technology and computer science. The Computing curriculum offers a range of enrichment opportunities and visits i.e. social action projects/ enterprise events/ fundraising/ e-safety days.</p> <p>Rosehill is a technology rich school. In addition to our computer suite (5 PCs), each classroom has an interactive whiteboard and cameras which children have access to. We also have a range of robotic devices and 43 iPad devices which enable each child to work independently or in groups in the class when needed.</p> |  <p>Pedagogical Approaches</p> | <p>Continuous provision in EYFS enables children to explore and use a range of equipment which supports their understanding of the world around them and communication skills. A cycle of lessons for computing in Key Stage 1-3 are carefully planned for progression and depth to ensure pupils have the opportunity to consolidate and extend their learning. At Key Stage 4-5, accredited courses are delivered, such as LIVE, Careers, AQA. The role of the teacher is to introduce key skills, concepts, technologies and projects to facilitate and allow pupils to take their own risks and develop their understanding of how to keep themselves safe online through practical experiences. Specific challenges are included to ensure key skills are applied.</p> |  <p>Approach to Assessment</p> | <p>The approach to assessment is less formal than in core subject. In Computing, there is ongoing teacher assessment through the use of Computing Progression Pathways to monitor individual progress and ensure that pupils are keeping up with the pace of the curriculum and developing their understanding. A range of assessment tools are used, including learning walks, observations, work scrutiny, monitoring of the learning environment, questionnaires and feedback, case studies, impact reports and evidence of learning i.e. photos.</p> |
|  <p>End Points</p> | <p>By the end of Key Stage 1, through our strong focus on exploration and hands-on learning, using relevant stimuli, pupils develop a sense of curiosity about how things work and begin to explore their own identity and how to keep themselves safe online. By the end of Key Stage 2, pupils will be further developing their skills and understanding of controlling devices, how to keep themselves safe online, further develop their problem-solving skills through trial and error and develop their understanding of computing vocabulary. By the end of Key Stage 3, pupils will be developing a deeper understanding of how to stay safe online and how to use a range of technologies, thus gaining more control and confidence in using a range of devices. By the end of Key Stages 4-5, through LIVE, Careers, AQA, ASDAN and Princes Trust, which includes opportunities to explore and research at varying levels to inform their understanding, pupils became more independent, resourceful and enterprising.</p> |  <p>Teachers' Knowledge</p> | <p>We want to ensure we deliver powerful knowledge and skills to our children as they gain confidence and understanding in computing. We have an experienced computing subject lead who demonstrates good subject knowledge as required by the DfE. Subject specific professional development takes place as part of staff training and CPD meeting time. Teachers are required to complete an e-safety module on Educare as part of yearly CPD, as well as Safeguarding and RSE training delivered by Designated Safeguarding Leads. The subject leader will access specialists' networks i.e. NST subject leaders' network, National Centre for Computing.</p> |  <p>Performance Data & Pupil Progress</p> | <p>There is no published data for Computing at Rosehill. The school tracks Computing very broadly to ensure that pupils are working within the curriculum expectations for their Pathway (Impact reports and curriculum examples). The skills and attributes that the pupils develop will benefit them beyond the school and into adulthood; i.e. the ability to use time effectively, working with others productively, showing initiative, increasing independence, taking a greater level of responsibility, improving attention skills, managing risks, This will ensure they are well-rounded citizens which will make a difference to their quality of life and their contribution to society i.e. managing everyday tasks more independently builds resilience, self-esteem and leads to development of life skills.</p> |

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| | embracing the wide range of exciting challenges on offer. | | | | |
|  <p>Sequencing</p> | <p>Our Computing curriculum is a spiral curriculum (cross-curricula) that brings learning to life through the use of creative and imaginative topic and activities. It is a practical subject which helps pupils to build and apply a repertoire of understanding and skills through vocabulary and knowledge that are revisited and built upon. Pupils are provided with opportunities to develop their problem-solving skills and understanding of how things work through exploration and trial and error. Pupils also provide feedback, evaluate and test their ideas and the work of others.</p> |  <p>Enabling Environment & Pupil Voice</p> | <p>Computing is taught through topics in each year group to ensure that the learning is relevant and purposeful through using areas such as the computer room, the MILE and classrooms to promote learning in context. Teachers promote discussion and opportunities for questioning about the focus of Computing to apply their learning and develop their understanding and retention of key skills and vocabulary. This promotes pupil voice/feedback, enabling learners to contribute to the school and local community i.e. using film and photography.</p> |  <p>Pupils' Work</p> | <p>Photographs, feedback and project work capture pupils learning and progress. Additionally, pupil work is displayed in communal areas, school website and classrooms. ESafety and Safeguarding within the Curriculum are embedded within assemblies, and RSE lessons, as well as through cross curricula links. https://www.therosehillschool.com/assemblies-1/</p> |
|  <p>The Need of all Pupils</p> | <p>A key principle of our teaching is about belief that every child and young person can engage with Computing. The resources used in school are suitable for pupils of all abilities. We have a firm belief that every child/young person can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point.</p> <p>Pupils enjoy using a range of technologies which bring learning experiences to life, i.e. green screens, virtual tours, videos, music. This provides pupils with a wide range of communication tools and allows pupils to take a greater responsibility in their learning, planning and organising their ideas and presenting them creatively using a variety of media. Pupils gain an understanding of how they can safely access a range of digital material and ways that it can help them in engaging in a range of experiences which will help them become responsible global citizens.</p> |  <p>Knowing More and Remembering More</p> | <p>The progression built into the Computing curriculum includes core knowledge and skill development for each year group. Key Computing terminology and vocabulary is taught in context. Throughout each unit of work, teachers will revisit, embed and assess learning through questioning and feedback on learning so far both in the unit and in previous years. Displays and celebrations of pupil's work provides a platform for revisiting and embedding learning.</p> |  <p>Talking to Pupils</p> | <p>The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if pupils have enjoyment and confidence in Computing. Pupils being able to approach problems creatively and in a range of ways, applying their knowledge from across the curriculum areas more independently. Pupils have the opportunity to share feedback about their work and understanding of the lessons. Their responses will be used to inform teaching and cross-curricular plans</p> |
| | |  <p>Assessment</p> | <p>Assessment questions throughout lessons are provided by teachers. This is to see if pupils have enjoyment and confidence in Computing. Computing projects and impact reports (see Earwig) evidence progression of skills in all year groups. Pupils are encouraged to approach problems creatively and in a range of ways, applying their knowledge from across the curriculum areas, more independently.</p> | | |

Computing and ESafety at Rosehill School:

<https://www.therosehillschool.com/computing-e-safety-2/>

<https://www.therosehillschool.com/e-safety/>

Digital Skills:

<https://www.gov.uk/government/publications/current-and-future-demand-for-digital-skills-in-the-workplace>

