COMPUTING

INTENT, IMPLEMENTATION AND IMPACT

What makes a Dore Primary computer scientist?

INTENT

At Dore Primary School, it is our intention that children receive high-quality computing lessons that enable all children to learn in a way that is engaging, inclusive and exciting.

We aim to stimulate and encourage children's curiosity about technology and develop an interest in understanding what is happening when we engage in technology, developing an environment where children are collaborative, resilient and resourceful in searching for answers and supporting each other as a group.

We intend for all children to discover how technology plays a part in their lives and how to access technology safely and responsibly.

We make every effort to promote children's interest in computing by linking computing learning to the real world and ensuring new concepts are taught in an "unplugged" manner, which supports children's understanding before applying concepts alongside technology.

We aim to give children access to a broad computing curriculum that links with other subjects effectively.

At Dore Primary School, we aspire to help children develop into computer scientists, building progressively each year on the following key concept:

1.	**Becoming digitally literate citizens.** This involves developing the confidence, skill and responsibility with technology and having a developing understanding of the science that underpins this.

IMPLEMENTATION

How do we implement our Computing curriculum?

1.	All children have regular computing lessons. These can be discrete lessons to underpin skills, linked to other subjects where appropriate, that can be taught as a block or over a wider time frame.
2.	The curriculum is ambitious and follows the national curriculum programme of study and more specifically the Sheffield Scheme of Work in terms of coverage.
3.	Lesson activities are challenging, varied and interactive, and develop a range of skills.
4.	Lessons are designed to be progressive and build on prior learning, moving from developing basic skills to applying their knowledge independently.
5.	Children are taught about how technology affects all areas of life. Learning is linked to current events when relevant.
6.	Children are introduced to new concepts in an "unplugged" way, to help understanding and only move on to applying this with technology when appropriate.
7.	There is a strong ethos of collaboration between students in lessons, especially as independence in basic skills is acquired. Where appropriate a "driver and navigator" approach to support this is encouraged.
8.	Each year we participate in Computer Science week (usually in early December), following Hour of Code activities.
9.	Children are encouraged to make links between computing and other areas of learning.

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P4C	Children engage in thought-provoking P4C discussions that encourage them to listen to others and widen their own perspectives on technology and its role in the world.
TASC	Children apply the principles of TASC to work collaboratively in pairs and as a class to work through tasks.
Outdoor Learning	Where appropriate, technology can be used to enhance and support outdoor learning e.g. helping to identify species. Discussion around the use of technology either in supporting nature or not

IMPACT	
1.	Develop competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
2.	The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
3.	An understanding of the connected nature of devices.
4.	The ability to communicate ideas well by using applications and devices throughout the curriculum.
5.	The ability to collect, organise and manipulate data effectively.
6.	An understanding that although technology has many different forms and uses that the science behind them is the same for all.