



Edisford Primary School

Confidence. Persistence. Getting Along. Organisation. Resilience.

Computing Intent

At Edisford, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which enable our children to become confident, safe users of computer technology. We are confident that the scheme of work meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years

We aim to provide our Reception children with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as walkie-talkie sets, remote control vehicles...
- During their dedicated Computing time (in small groups), children explore the 'Mini Mash' platform of Purple Mash. This is set up to mimic a Reception classroom and children are able to hone their trackpad and keyboard skills with a range of age appropriate games and activities. By the end of Reception, we aim for our children to be able to login to the Purple Mash/Mini Mash platform independently, choosing their own name from a class list and clicking on a two animal picture PIN.

Inclusion

At Edisford, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with SEND and EAL speakers. We place particular emphasis on the flexibility technology brings to enabling children to access learning opportunities, particularly children with SEND. With this in mind, we will ensure additional access to technology is provided throughout the school day, and in some cases beyond.

Implementation

We have a bank of 40 laptops for shared use between the whole school. A Computing timetable has been distributed so that every class has the computers for two hours in an afternoon every other week. Reception class have access to the laptops for small group work one day every week. Teachers all have their own class iPad, which may also be used for interventions or to allow pupils with SEND to fully access the curriculum.

We also have a small bank of Chromebooks to support children who have special educational needs and additional needs (e.g. some children use these to access IDL for their reading and spelling).

Cross-curricular use is made of digital equipment through the use of iPads and Apple TVs to deliver our maths curriculum in a more interactive manner. This is both beneficial to teachers and pupils.

A long term plan has been devised by the Computing Subject Leader after discussion with the teaching team. Modules from the Purple Mash scheme of work have been sequenced to allow for a logical progression of children's learning, e.g. Year 1 children are introduced to the concept of computers following instructions through the '2GO' coding challenges. These challenges resemble bee-bots which they have used in Reception as part of their continuous provision. They then work through the more structured Year 1 coding module during the summer term, just before returning to coding at the start of Year 2.

A clear sequence of progression of skills is followed in each year group to enable children to constantly build on their key learning in Computing throughout their time at Edisford.

Impact – Subject Monitoring

- Computing is monitored each term by the subject leader. Any gaps in learning and continuous professional development for staff are identified and action is taken, e.g. further training for staff.

Autumn term: work scrutiny and pupil interviews.

Spring term: work scrutiny and pupil interviews.

Summer term: work scrutiny and pupil interviews.

Observations and team teaching are used strategically to support as appropriate.

These are performed by the subject leader and fed back in SLT and staff meetings in a model of continuous improvement.

Impact – Assessment

- Formative assessment takes place during each session of Computing through interaction with children, concept maps and unit quizzes.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Children save their online work in their individual Purple Mash folder so that teachers may access this for marking, feedback and assessment purposes.
- Summative assessment is undertaken at the end of each unit, using the year group assessment criteria for that unit. Teachers use their formative assessment and assessment of children's saved work against the learning outcomes and success criteria to assess children.
- In Early Years, children's progress is assessed against a series of 'I can' statements, linked to the skills they have been learning, e.g. trackpad/keyboard skills.