

Clarice Cliff Guide to Computing

Intent - The Why

Computing intent statement

The computing curriculum at Clarice Cliff Primary, intends on arming our pupils with the tools to prepare them for the ever changing digital world. We aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. Computers are now a key part of everyday life, both at home and at work, and we want our pupils to be able to operate in the workplace and to know the career opportunities that will be open to them if they decide to study computing.

Implementation – The How (**including how/when we assess*)

What do we use to support our curriculum delivery?

- At Coop Academy Clarice Cliff, computing is taught in discrete computing lessons focusing on the curriculum skills of information technology, digital literacy and computer science. The computing curriculum is delivered using the Purple Mash Scheme of work with each year group delivering a range of units using a variety of apps and programs across the school year.
- [25/26 computing curriculum overview](#)
- Children have access to desktop computers, laptops, iPads and active tables to ensure that they come into contact with a range of computing technology.
- Teachers compile evidence of the 2014 National Curriculum attainment targets for each child in order to ensure progression and coverage and to inform assessment. Having discreet lessons means that the children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. It also allows children to develop a bank of Computing related vocabulary that they may not have the opportunity to access in other areas of the curriculum.
- Where appropriate, meaningful links will be made between the computing curriculum and the wider curriculum. There are opportunities to link in with class topics from the Cornerstones Curriculum to give the children a wider range of opportunities to apply the skills they develop across different subjects.
- Online Safety is taught as its own discrete sessions across the year following the Purple Mash curriculum.

Daily

- Accelerated reader quizzes
- Times Table Rockstars
- Opportunities for cross-curricular activities

Weekly

- Weekly whole class lessons following the Purple Mash Powerpoint lesson format.
- Scheme of work can be found within the teachers tab on the Purple Mash website: [Purple Mash by 2Simple](#)
- Children will be set to dos for each lesson which will save to their Purple Mash profile
- Recaps from previous lessons, terms and years are included in lessons.
- CPD and guides for teaching lessons can be found within the teachers tab on the Purple Mash website: [Purple Mash by 2Simple](#)

Half termly/Termly

- At the end of every unit (every six weeks) children complete an end of unit task on Purple Mash, this is saved on Purple Mash and used to judge next steps and what may be useful for retrieval/revisits during following units. This is set as a to-do to allow for data analysis which is produced by Purple Mash.

Assessment for Learning

- All staff are expected to use assessment for learning in every session.
- Staff record at least one piece of work per unit for assessment (as outlined in the whole school overview)
- At the end of every unit (every six weeks) children complete an end of unit task on Purple Mash, this is saved on Purple Mash.

What this looks like in Early Years

In EYFS, Computing is taught through the use of Continuous Provision rather than discrete lessons as in Year 1-6.

The most relevant statements for art are taken from the following areas of learning:

- Personal, social and emotional development: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
 - Expressive arts and design: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 - Understanding the world: Explore how things work.
 - Physical development: Match their developing physical skills to tasks and activities in the setting. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- EYFS use smartie the penguin to learn about online safety in Spring term.
 - Children have daily access to a range of technology resources such as torches with switches, a class ipad and interactive whiteboards.
 - They use a range of technology resources to support learning in other areas of the curriculum.
 - Children are taught how to use the resources for different purposes eg ipads to watch videos, play games, take photographs and listen to stories.
 - In Reception QR codes are used to promote independent learning using our challenge system – children are taught to scan the QR code to watch the video of an adult completing the challenge so they can complete this independently.
 - Evidence is recorded in deeper learning focus floor books.

Where will you see and find evidence of our learning?

- Work is saved in unit folders within Purple Mash
- Classes will have display boards set up on Purple Mash for children to share work they are proud of.

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in primary computing involves adapting the implementation of the curriculum and classroom environment to ensure equal access and engagement for all, using a range of strategies such as visual aids, repetition of key words and concepts, multi-sensory activities and adaptive teaching strategies. Using the provision mapped out below, our computing teaching ensures pupils with SEND access the same high quality, ambitious curriculum as their peers. Effective scaffolds and adaptations enable all children to access the rich challenges and deeper thinking opportunities sequenced within the curriculum offer.

Subject challenges for SEND	Provision for SEND
Letter recognition - lower case and upper case difference	Alphabet strips can be provided for children that are struggling to recognise the upper case letters displayed on a standard keyboard
Reading barriers	Purple mash offers audio for all instructions given on Purple Mash
Subject knowledge	On lessons such as coding, help videos are provided by Purple Mash to provide extra scaffolding if children are struggling
EAL pupils may find it difficult to access resources/learning.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Dual coded word banks and resources to support understanding.
Understanding of subject specific vocabulary.	Subject specific vocabulary and definitions are covered at the beginning of every lesson. Dual coded word banks used to demonstrate the meaning of a word in a computing context.
Sequencing of physical Computing task (knowing which steps to complete first).	Digital images/recordings can be used to capture/ display step-by-step processes which pupils can refer back to during the lesson. Visual scaffolding, reminders and prompts are used to show pupils with processing difficulties how to safely use art and design equipment. Additional scaffolding can be given to support processing of techniques, e.g. hand over hand to support fine motor skills. Pupils are given additional time to explore materials, tools and resources in order to process their purpose and use Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing.

Greater Depth

Using the Purple Mash scheme, there are many opportunities to develop greater depth skills in terms of knowledge and skills. Purple Mash allows teachers to set progressive challenges every lesson, allowing all pupils the opportunity to complete many different levels of challenge within each topic. In the Coding topics there are several higher levels within the program 2Code (including a Free Code programme) which encourages children to work confidently and independently with more advanced coding skills.

Impact – The So What

We want children to become independent in their use of computing technologies, gaining confidence and enjoyment from their activities across a range of different formats. We want the use of technology to be evident across the curriculum and support learning across a wide range of subjects.

Not only do we want them to be digitally literate and competent end-users of technology but through our computer science lessons we want them to develop creativity, resilience and problem-solving and critical thinking skills.

We aim to give our pupils an in-depth understanding of the impact they can have online and encourage them to become responsible digital citizens considering their digital footprint. We want children to know the many benefits of ICT but also be fully aware of the dangers involved and how to tackle these if they were to come across them.

Cultural Capital and Enrichment

- The Purple Mash curriculum sets high expectations for all pupils across a range of Computing aspects
- After school clubs based with a Computing focus will be offered throughout the school year across different key stages eg. game creator, coding