Computing

at Banks Lane Infant and Nursery School

Working together, nurturing excellence.

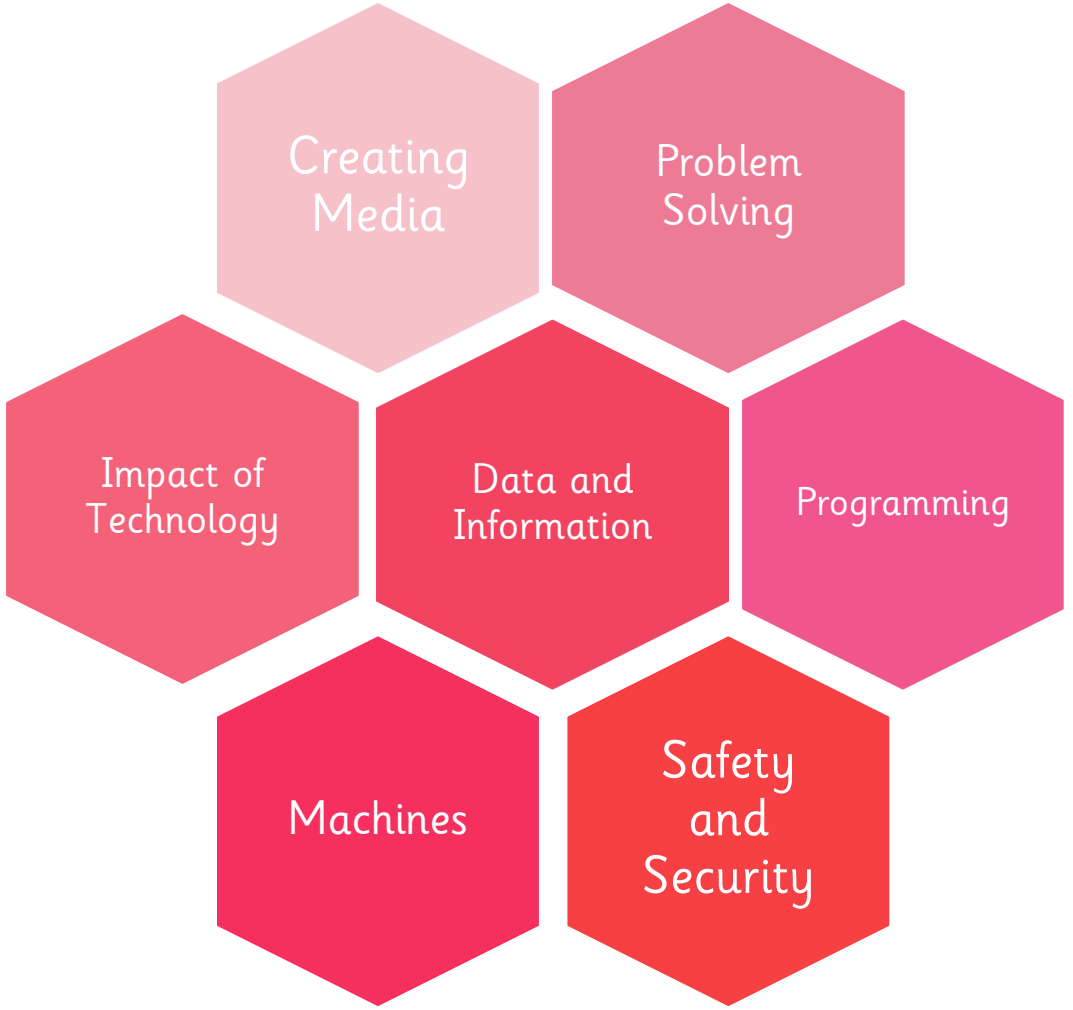
Subject Lead - Alice Lawrinson

We judge our Computing curriculum

To be Silver Standard

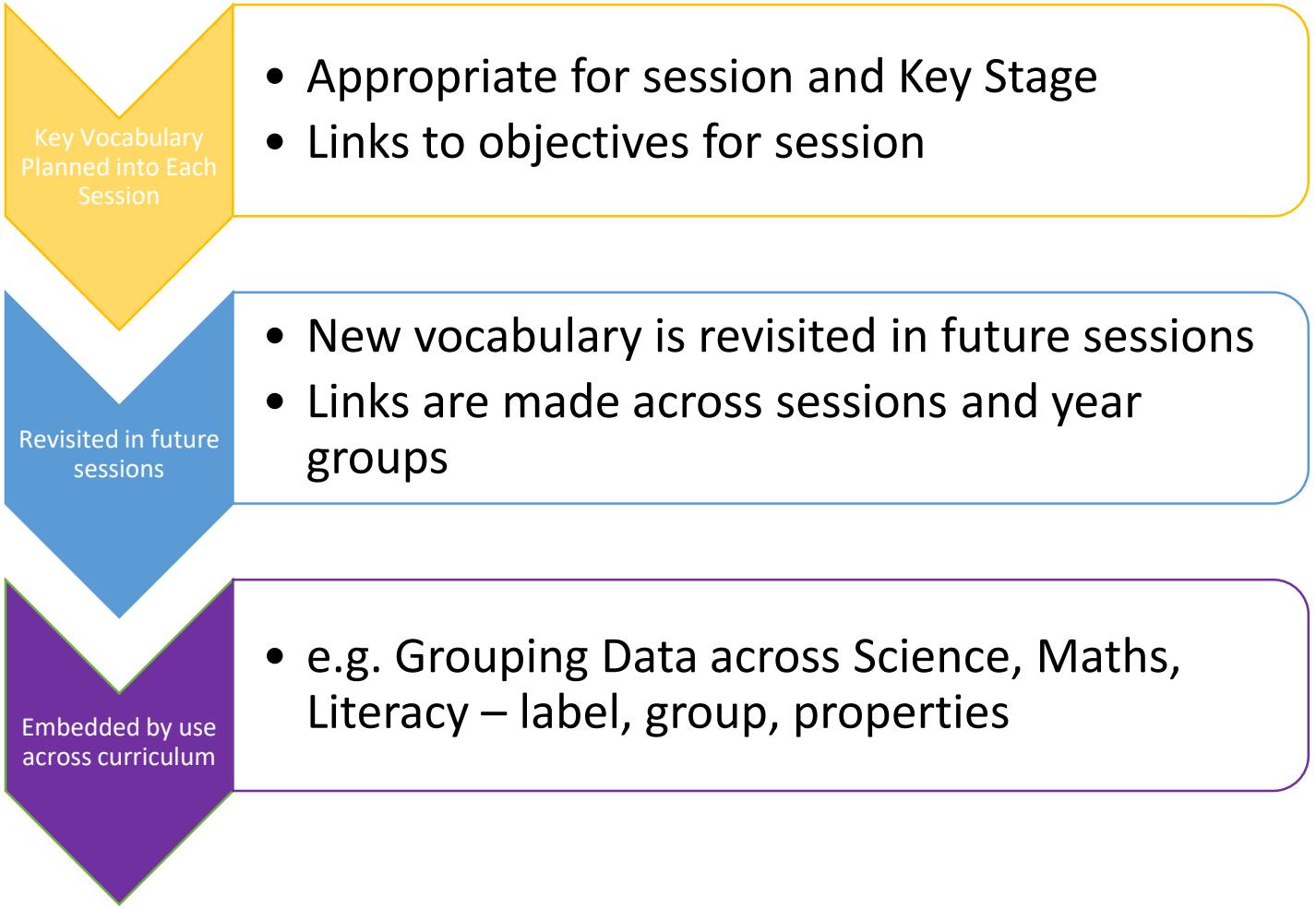
How are knowledge and skills built across school?

- At Banks Lane Infant and Nursery school, we recognise that children are living within an increasingly technological world and aim to provide them with the vital skills and knowledge to be confident in this area. We ensure that children are exposed to a progressive Computing curriculum in which they can demonstrate an understanding of the skills, knowledge and vocabulary relevant to their age that additionally allows them to revisit the skills and knowledge they have learned through their prior years. This is achieved using the carefully developed 'Progression Model' that allows staff to identify what has been taught prior/next in order to maximise pupil progress.
- Our Computing curriculum for KS1 follows the 'Teach Computing' scheme. We have chosen to follow this scheme because it is 'committed to our vision for every child in every school in England to receive a world-leading computing education.' Teach Computing offers a comprehensive range of support for primary schools to develop inspirational computing teaching.
- We build on prior learning and have a focus on 'Can you still?' This is part of our daily vocabulary in KS1 and this helps our children to embed key skills in order to build on their learning and understanding within Computing.
- The use of this planning is underpinned by high quality teaching across the school. Teachers have a good understanding of the KS1 National Curriculum aims for Computing.
- In EYFS we use Seesaw to log our observations of pupil progress across the seven areas detailed in the Statutory framework for the Early Years Foundation Stage

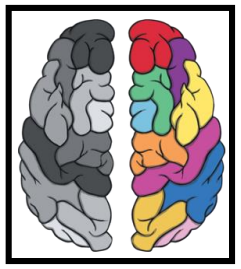


Concepts in Computing

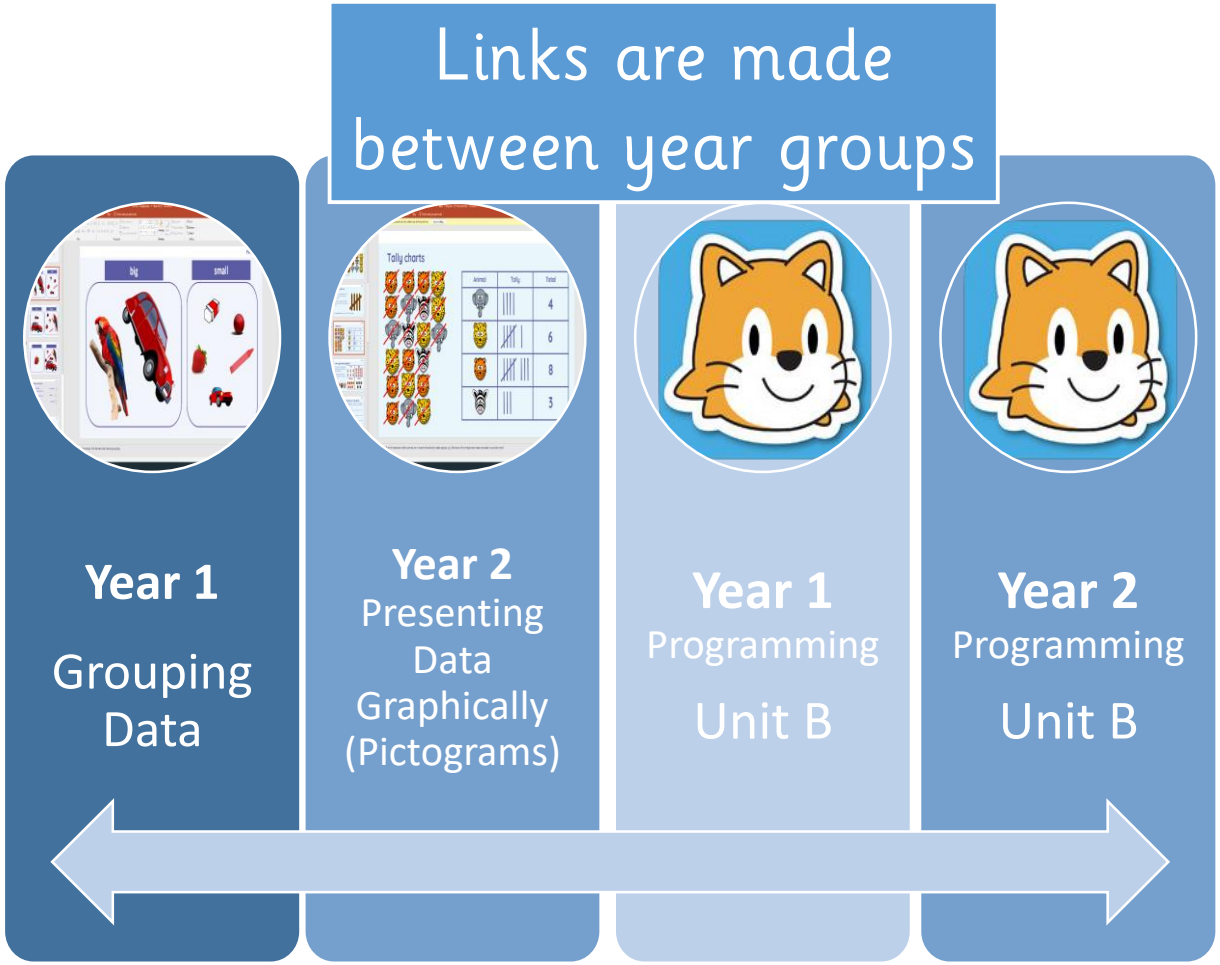
Curriculum Plans – *What are the plans for progression of vocabulary?*



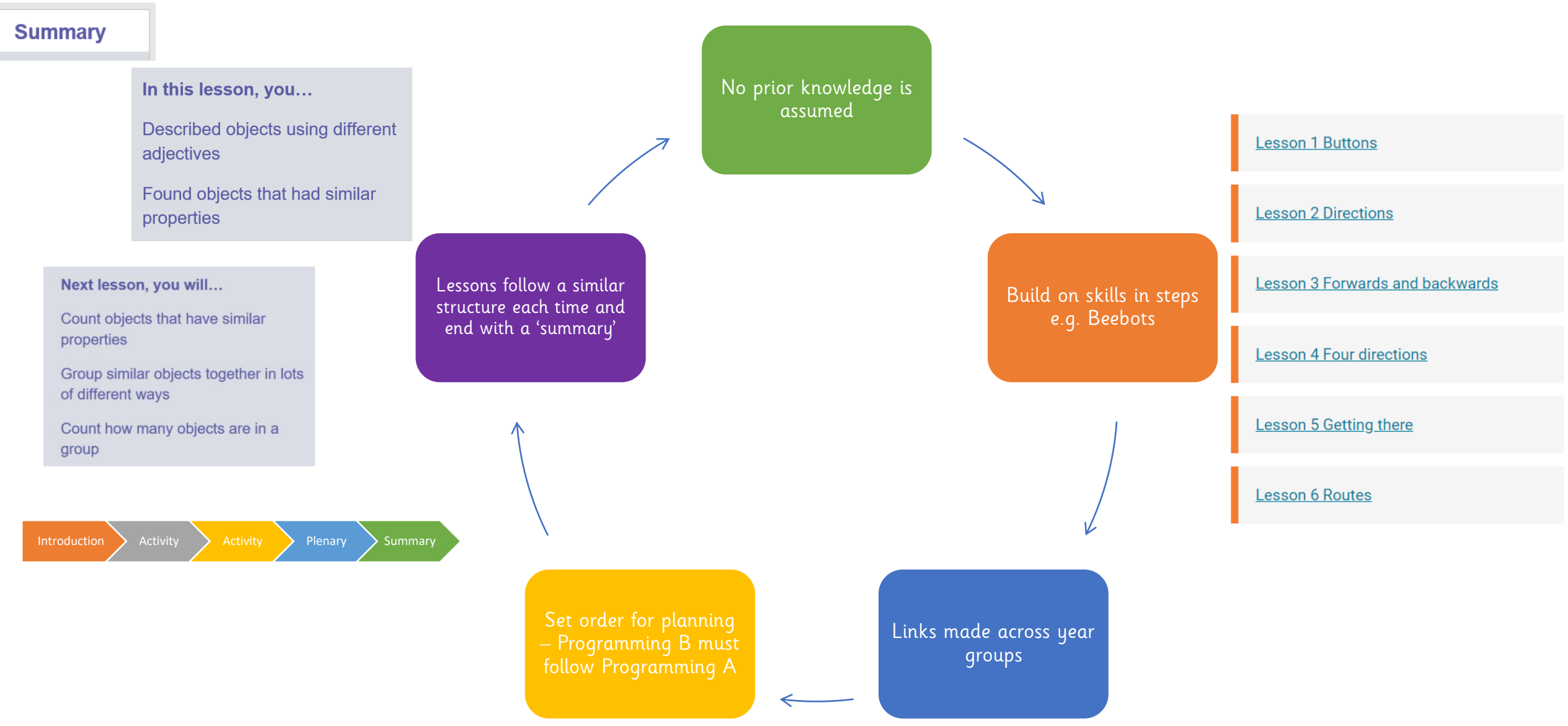
Curriculum plans – *What are the plans for retention of knowledge and skills? Linking learning and remembering learning.*



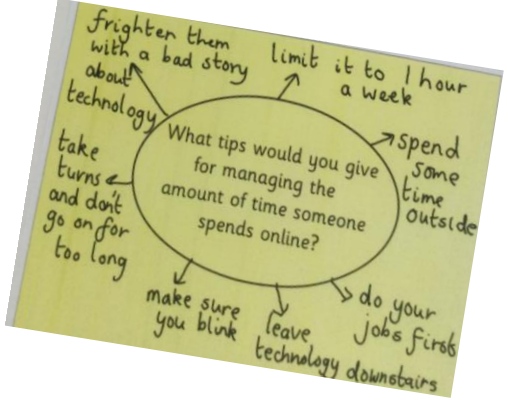
We use **Can you Still?** teaching strategies at the start of every lesson to ensure that knowledge is embedded and retained.



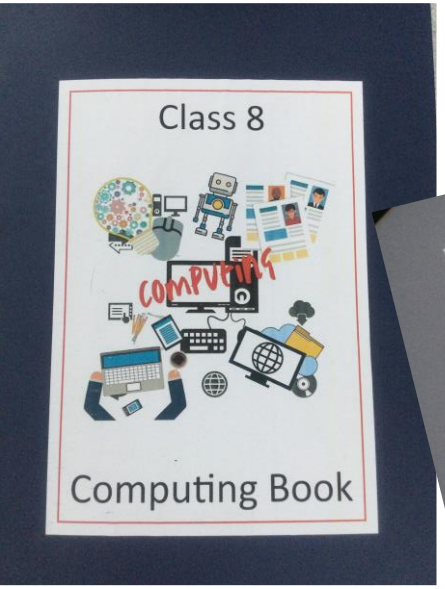
Pedagogy – How are lessons structured?

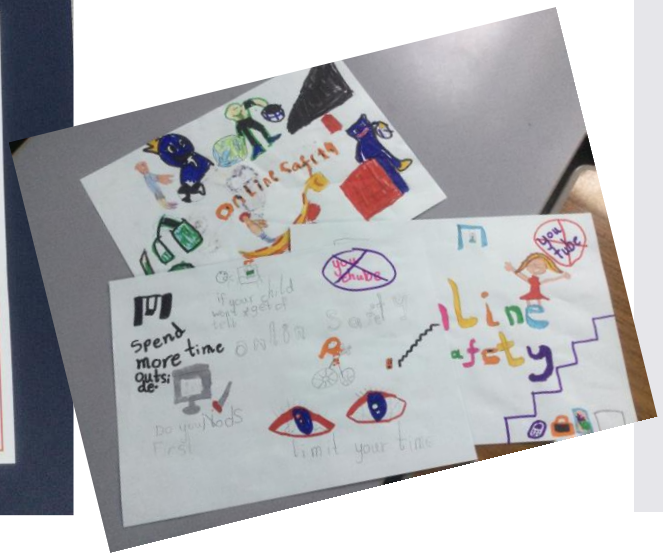


Assessment – Measuring progress, knowledge, skills and challenge



Formative assessment is built into the lesson plans, we also make use of unplugged sessions to gauge understanding and progress, as well as circle times for pupil voice





Self assessment by pupils

How confident are you? (1-3)

- I can identify examples of IT
- I can sort school IT by what it's used for
- I can identify that some IT can be used in more than one way

3 – Very confident

2 – Unsure

1 – Not confident

Measuring Progress

Banks Lane Infant & Nursery School | Year 1 Computing Assessment

Year 1 Key Concepts	Information Technology — Including **Programming, Data and Information**					Digital Literacy — Including **Problem Solving, Creating Media, Safety and Security**					Computer Science — Including **Machines and Impact of Technology**			
Name	I can add and remove text on a computer	I can edit text e.g. font, colour, style	bjects.	a program	nands to	do	ven	icture	tion online	g online		main parts	ys	edit text

Banks Lane Infant & Nursery School | Year 2 Computing Assessment

Year 2 Key Concepts	Information Technology — Including **Programming, Data and Information**					Digital Literacy — Including **Problem Solving, Creating Media, Safety and Security**					Computer Science — Including **Machines and Impact of Technology**			
Name	I can recognise that we can count and compare objects using tally charts	I can create a pictogram	I can select objects by attribute and make comparisons	I can explain what happens when we change the order of instructions	I can design an algorithm	I can use a digital device to take a photograph and use tools to edit and improve	I can create and record music and use tools to edit to create a final piece.	I can use a camera to film and create a film	I can use logical reasoning to predict the outcome of a program (series of commands)	I can create and debug a program that I have written	I can identify IT beyond school	I can abide by the school e-safety rules and explain why they are important	I know to tell an adult if something online makes me feel uncomfortable	I keep personal information private

Computing Progression Model

Used to track progress for each class

SEND Assessment Tracker

-Used to track progress for SEND children across curriculum (google drive)

SENCo Subject Lead Class teacher

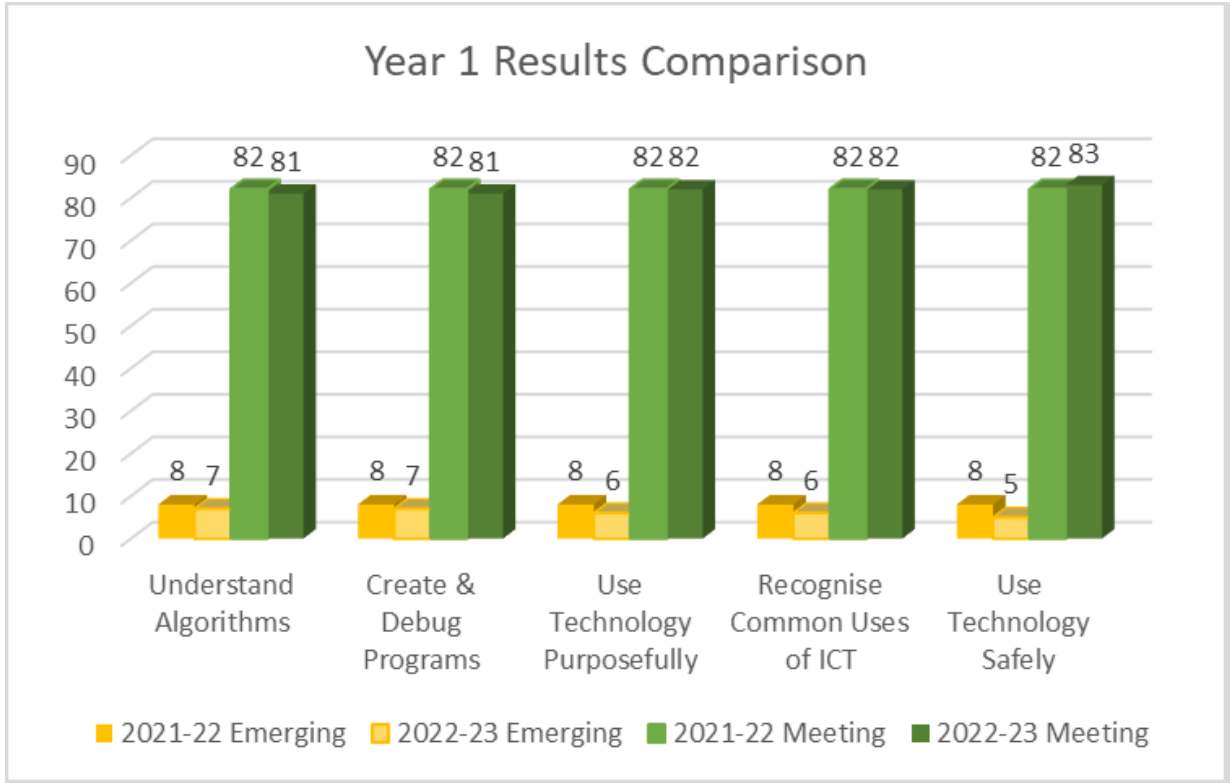
KS1 SEND assessment - EMX Tracker 22-23

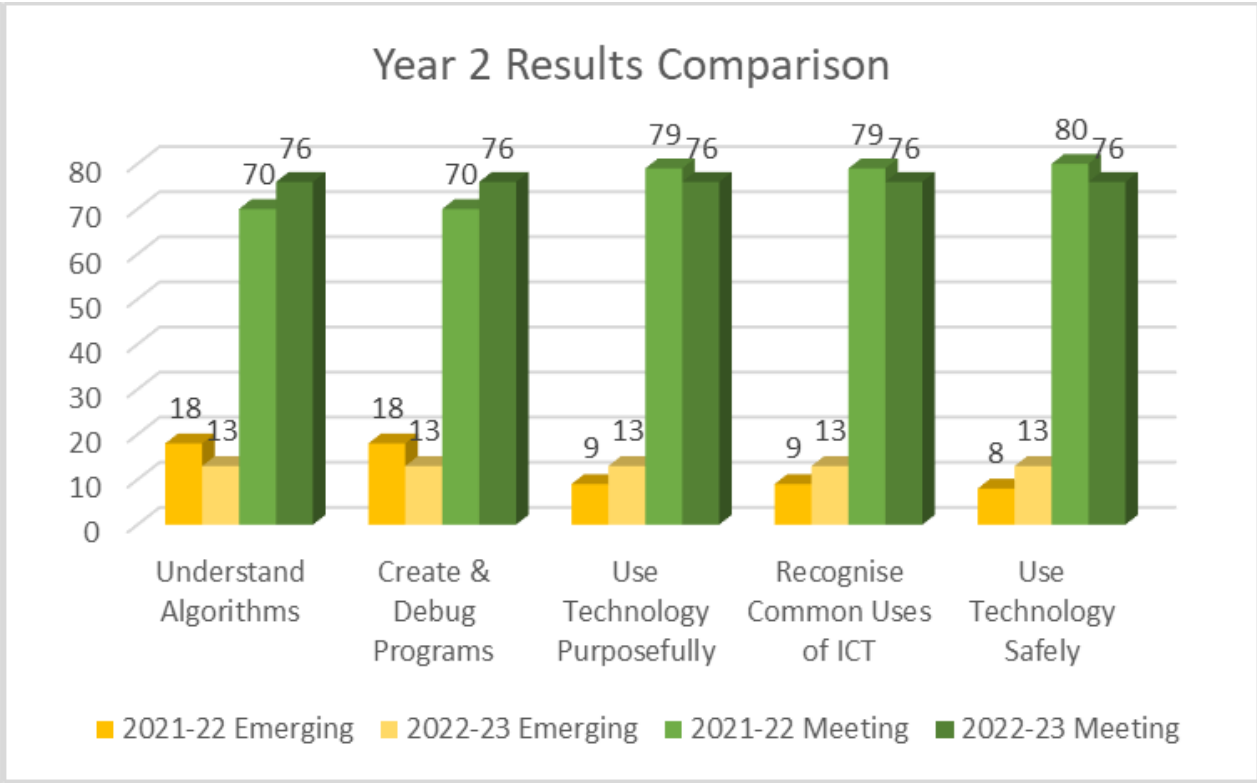
Predictions for End of Year

Autumn -

Name and class	Main area of need	Reading	Writing	S&L	Maths / Number	Maths/ Shape	Science	Computing	PSHE	History	Geog	RE	Art	DT	Music	PE
	EHCP ASD	On track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	EHCP ASD	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	EHCP ASD	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	Communication & Interaction (speech)	on track	on track	Not on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track
	SEMH	on track	on track	on track	on track	on track	on track	on track	not on track	on track	on track	on track	on track	on track	on track	on track
	Communication & Interaction	Not on track	not on track	Not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track

Key Findings 2022-2023





Inclusion – *Challenge and adaptation*

Computing
SEND (Special Educational Needs & Disabilities)/inclusion offer

- Computing is offered to all children at BLIS regardless of special educational needs.
- Our curriculum is a spiral planned curriculum that allows for a flexible approach to time spent on units. The curriculum is designed so that content/key themes are revisited. It may be appropriate to revisit computing more so with children with SEND to support 'over learning'.
- Education Planning Framework for Pupils with SEND is used as a tool for planning, resourcing and assessment.
- 'Brain breaks' are provided for all children, as required.
- Inclusive language and resources that are representative of a variety of SEND are used at all times. The language used is direct and clear. New vocabulary is usually introduced in the form of 'vocab cards' and these are supported with simple images. Images will include those of all protected characteristics.
- The curriculum is sometimes delivered in smaller groups to meet the needs of different learners.
- Lessons follow similar patterns to encourage familiarity and all involve aspects that appeal to various learning styles.
- Activities involve group or paired working with valuable roles for each member which encourages peer learning and promotes participation.
- Unplugged activities (computing without a computer) are used to explore concepts and encourage questions. This allows abstract concepts to be taught in a multimodal approach. Programming physical devices (e.g. Bee-Bot) helps pupils learn to program by experiencing their code 'come to life' in multiple ways. Devices with outputs that include sound, movement and light ensure learners with visual or auditory impairment are included.
- Tasks are structured into smaller steps (chunking) that build toward achieving the overall objective.
- All units have differentiated stages that cater to the individual needs of pupils.
- A range of teaching approaches and materials enable pupils to access learning e.g. colourful support materials, engaging support resources, video screencasts, imaginative unplugged activities and interactive online activities.
- A wealth of software and online tools allow SEND pupils to demonstrate skills and progress, express ideas, improve digital literacy and boost self-confidence.
- Our 'Talent in Tech' includes inspirational role models that all children can relate to in some way.

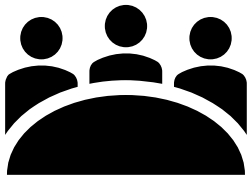
SEND/ Inclusion Offer

Computing Provision Map

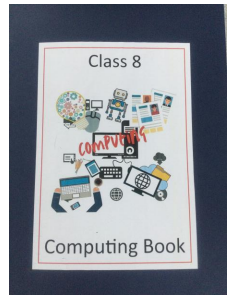
The Inclusion offer for Computing is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.

How do we know what's going well?

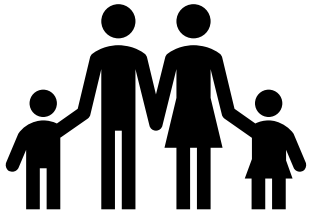
Teacher Voice
As we continue to embed our use of the Teach Computing curriculum, teacher voice feedback will let us know where our gaps are and allow us to offer support, as appropriate



Pupil Voice
Circle times are being utilised by the subject lead to ascertain what's going well. Each session has a different focus – for Autumn 2 the focus is on online games; keeping ourselves safe



We have decided to use floor books to create a place where our children can easily review taught sessions to remind them of their learning. Teachers can use these to help evaluate their planning for unplugged sessions



We use Seesaw in EYFS to track each child's progress. This puts us in a great position for working with families to ensure that all pupils are making good progress and remembering their learning.

Policy and E-Safety

Our E-safety planning is not limited to discreet sessions, but rather follows the needs of our children and the wider community. Our #WakeupWednesdays are linked to circle times (conducted by AL) which elicited which games and online content our children are accessing.

Our Safer Internet Day gives us the opportunity to bring online safety to the forefront, as we spend the rest of the year weaving through our day to day conversations, circle times and high quality teaching sessions.

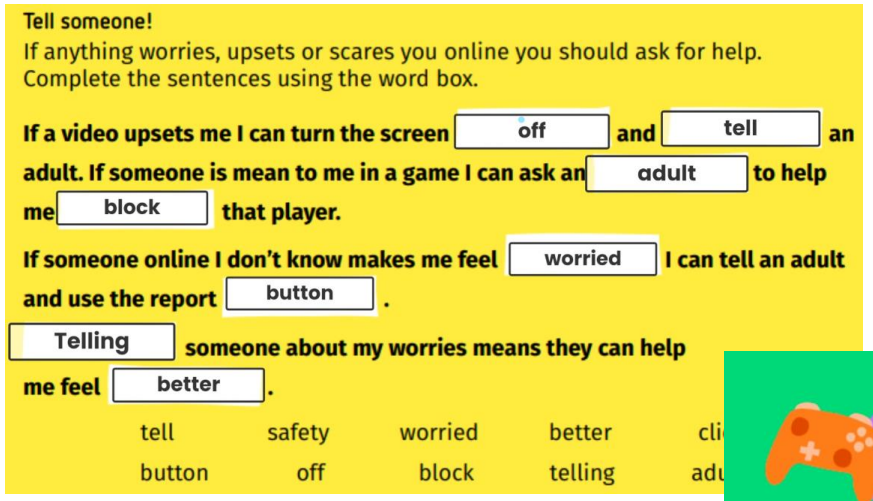
Policies

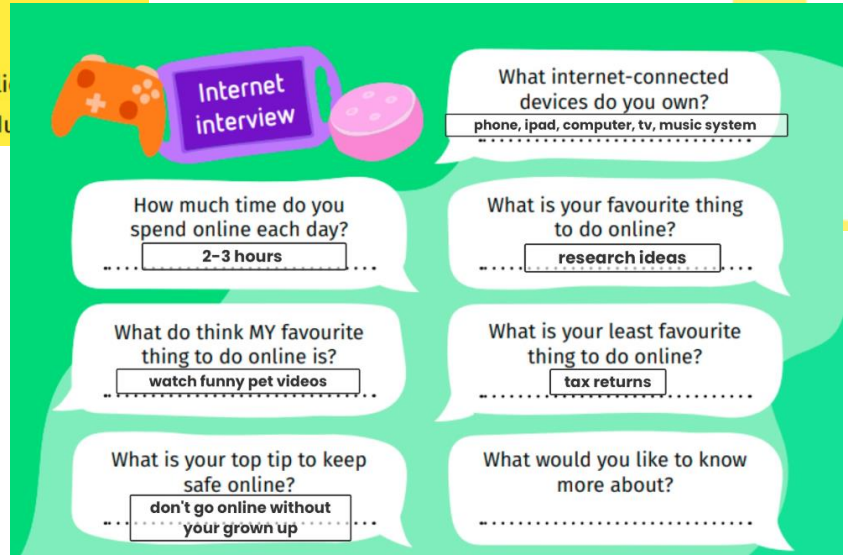
- E-Safety Policy
- ICT responsible use policy
- Safeguarding policy

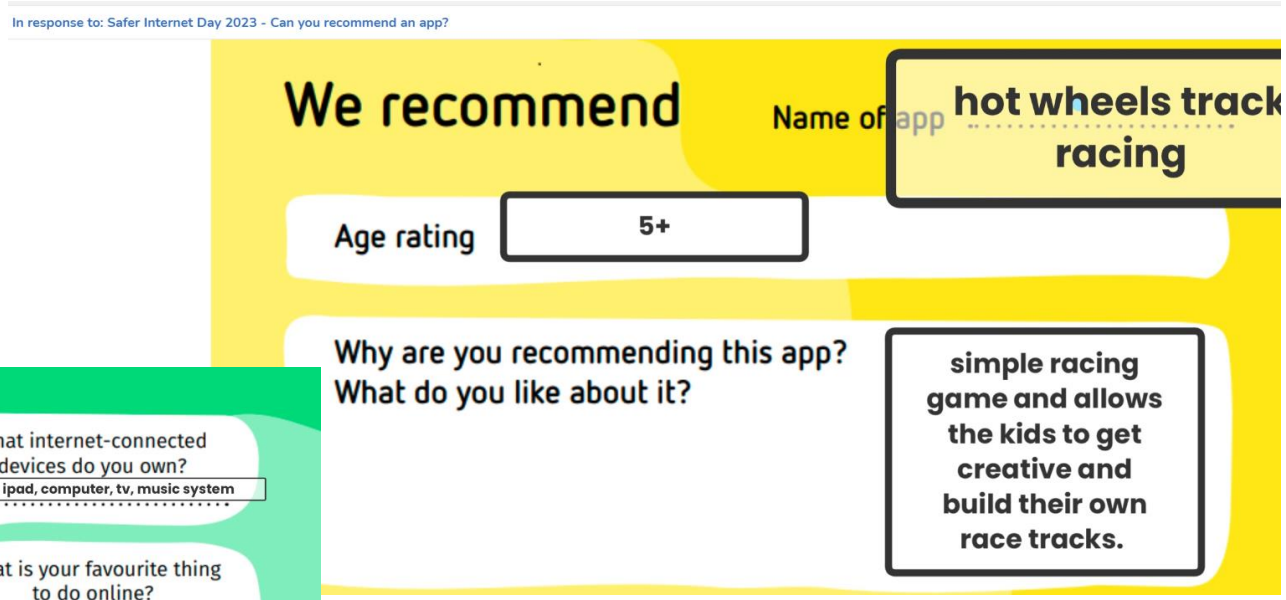
#WakeupWednesday

Parental Engagement – E-Safety

As well as our Wake up Wednesdays, we involve all of our parents for Safer Internet Day.







Altru Drama – E-Safety

Ryan from Altru drama ran workshops for each KS1 class.

We covered all different aspects of staying safe online – from uploading photos and content, to talking with others, gaming and streaming content.

The message of the day was BE KIND

Next steps

- Pupil Voice Forums– Pupil voice circle times will continue across the year in order to track progress, embed learning and identify any areas for support

- Embed planning – We will continue our use of Teach Computing to ensure high quality sessions which are closely linked to the National Curriculum

- Learning walks – Learning walks will be used to allow Subject Lead access to taught sessions