



Manland Primary School-Intent, Impact and Implementation of Computing



This document outlines how our school community work together, to ensure a rich and engaging Computing curriculum for all learners across the school.

| Intent | Implementation | Impact |
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| To have a clear progression document for Computing, which maps out the skills taught across all year groups. | Teachers are clear about which skills to teach, and the software that these link to, in each topic they cover and therefore teach high quality lessons which build on children's prior knowledge, skills and understanding. | Pupils at Manland are able to articulate both what skills they have learnt and what software they have used to facilitate this. They are able to relate any new discoveries they have made and how their new learning links to previous learning. |
| To have activities that reflect the skills and demands of a technologically changing world. | Specific software and projects are selected by the class teachers and subject leader that reflect 'real world' application of computers and computing skills. This may include web building software or 3D modelling programs. | Pupils at Manland have experience of transferrable problem solving skills and of managing common software interfaces such as those for word processing, creating presentations or composing algorithms. Pupils have opportunities to explore many different manifestations of computing skills, helping to provide lifelong learning in a constantly evolving subject. |
| To empower children to explore online and interactive technologies safely. | Teachers plan to ensure continuous online safety messages are built into each computing lesson. Regular and age appropriate online safety assemblies are held as well as relevant specific class teaching (such as work with Upper Key Stage 2 on Social Media). | Pupils at Manland understand the potential risks, but also the many positive opportunities, presented by online activity. Pupils feel confident to use different technologies safely, they are aware of the risks and understand what to do and who to go to in particular situations. |
| To give children the opportunity to experience a range of technologies. | Lesson planning reflects the use of a range of technologies so that children will learn a variety of skills whilst using a variety of technological devices to achieve this. These devices may include laptops, iPads, data capture devices, alternative processing units such as Microbits and external hardware such as servomotors. | Pupils at Manland are aware that computing skills are encompassed by a variety of technologies. They are able to articulate the technologies they have used and the purpose to which they have been put. |
| To create lessons that are relevant. | Teachers plan lessons that have meaningful end products and/or link to other class teaching to give their projects purpose. | Pupils at Manland can articulate the purpose of the project they have completed. This may include how the project links to another area of the curriculum (for example Science, Design and Technology or a class topic). |



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| <p>To ensure that all staff are kept informed of any changes within the Computing curriculum and that best practice is shared.</p> | <p>Given the constantly changing nature of Computing, and technology in general, regular CPD is offered to teachers to ensure that they are aware of changes to regularly used software or computing tips that may have been gleaned from lessons or Harpenden School Cluster meetings. Essential updates are given to staff routinely on any new online safeguarding concerns.</p> | <p>Teachers at Manland are confident to deliver lessons safely with the latest software versions.</p> |
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