



Intent

At Rednal Hill Infant School, it is our intent to deliver a Computing curriculum that equips pupils with the skills needed to become an active participant in a digital world. We aim to support pupils to become responsible, confident, creative users of technology. Rednal pupils will be equipped with the skills to use technology positively and safely. We understand the immense value that technology will play in pupil's lives and recognise that technology is ever evolving. Whilst pupils will learn to understand the advantages of technology, they will also be made aware of the disadvantages associated with online risks and be taught a range of measures to keep themselves safe. Through a high-quality computing curriculum, pupils learn to share their learning in a creative way. The Computing curriculum is devised to enable pupils to revisit prior learning, retrieve knowledge and build on what they already know. Pupils will have opportunities to apply skills in various digital contexts as well as across wider learning in the curriculum.

Implementation

- Curriculum Design: Computing is taught reflecting the requirements of the National Curriculum through three strands- Computer Science, Information Technology and Digital Literacy. Computing is taught using the Entrust EdTech units, coupled with specifically designed units to meet the needs of the school. As a school, we recognise the importance of delivering a broad curriculum and we have carefully chosen additional units to further pupil's learning and knowledge. Units are organised in a structured and progressive way to enable pupils to revisit prior knowledge and build on skills.
- In the EYFS: Although technology is not explicitly mentioned in the Early Years Framework, we recognise the significant part it plays in everyday life. Opportunities are provided for pupils to explore their technological world through experiences embedded within provision. Pupils have access to carefully planned enhancements and are able to operate mechanical equipment. Activities are planned to explore technology each term focusing on the IWB, iPads and BeeBots.
- In KS1: Computing is taught through a range of plugged and unplugged activities. Computing is taught using school iPads. They have 2 hours of Computing every 3 weeks. This is delivered by a HLTA during PPA sessions. Despite being discretely taught, the skills learnt in Computing are transferrable to a range of different subjects and so where appropriate, it is incorporated into other lessons across the curriculum. Pupils access their accounts using individual QR codes.
- Programming in KS1: Pupils are introduced to programming concepts and create algorithms using infant friendly programming software- Scratch Jnr and J2Code.
- Digital content in KS1: Pupils use a range of iPad applications to create their own digital content. Pupils are familiar using cameras, making collages and creating content in the J1T5 software package- Write, Paint, Pictogram, Chart.

- Internet skills and Online Safety in KS1: Pupils use Kiddle as a primary internet browser. Safer Internet Day is observed in school, and lessons are planned to deliver the theme of this. Information is sent home regularly to work in partnership with parents on online safety. A class online safety charter is drawn up and signed by pupils. Teachers and pupils are aware of the importance of E-Safety and pupils are always supervised when using technology. The risk of working online is explored with pupils and strategies to keep safe are taught. E-Safety is referred to in every unit of teaching.
- Approach: Units of work are built through a sequence of lessons and focus on the three-strands- Computer Science, Information Technology and Digital Literacy. Skills are revisited and prepare children for the next lesson. Strands are repeated from Year 1 to Year 2 ensuring concepts are introduced with increasing complexity.

Assessment

- Assessment for Learning is used as an ongoing process of evaluating pupils understanding during a lesson. Teachers are able to identify misconceptions and adjust their teaching in real time. This informs future lessons to reflect pupils progress.
- Pupils have electronic folders through BGFL, and published work is evidenced here.
- Evidence of knowledge and understanding is captured in a class shared World and Me Book.
- Pupil Book Studies are carried out and evidence of children's work is accessible in their online folders on JIT5.
- Pupil voice is conducted with pupils across the school with a focus on assessing key skills used within a half-term. Pupils are given opportunities to discuss and demonstrate previous learning in the Computing Curriculum and recall key vocabulary taught.
- The impact of the curriculum is measured by looking at children's work, talking to children and the HLTA who delivers Computing.

Impact

- Pupils develop problem-solving and computational skills and use this to become independent users of technology.
- Pupils have a wide range of transferrable knowledge and skills which can be used and applied across a range of platforms, JIT5 software and additional apps.
- Pupils are able to speak confidently and enthusiastically about their Computing learning and use vocabulary accurately.
- Pupils become confident and creative users of technology, knowing how to be a responsible user of technology and where to seek support.

Inclusion

- Teaching is adapted to make learning accessible for all children through both plugged and unplugged activities. For example, concepts like algorithms are explored through hands-on activities giving step-by-step instructions (like a robot) to move around the room.
- Time is dedicated to revisit foundational skills to ensure that children are able to access the lesson. For example, logging in with their QR codes.
- Lessons are differentiated with extra adult support being offered so that adults can assess which children need additional support.
- Pupils are paired up so that they can learn from each other and build on communication skills.

- Reasonable adjustments are made and scaffolding is provided to allow all children- including those with SEND or language barriers to access computing lessons. Visual icons are used and step-by-step prompts.
- Teachers use their knowledge of pupils and where appropriate, provide challenge in the moment. For example- some children labelled the plant on text and some children labelled the functions of the plant.
- Repetition of units and skills is used to support pupils to retrieve prior knowledge, build on learning and transfer learning into their long-term memory.