



## Hurst Park Primary School Subject & Curriculum Leadership Report

| SUBJECT / CURRICULUM |   | Computing  | Date:      |
|----------------------|---|--|------------|
| Leader (s)           |   | K Mullins  | 08.11.2020 |
|                      | SECTIONS  | SUMMARY EVALUATION   |            |
| 1                    | <b>INTRODUCTION</b><br>Why do we teach what we teach?   | Computing is an imperative part of our everyday life. Technology is evolving daily and it is important we teach children the skills to engage, use and adapt to the technological advances that are happening rapidly. The curriculum provides a spectrum of knowledge as it teaches skills for digital literacy, information technology and computer science. We are providing children with the what, why and how. Computing as a subject also allows the children to gain key skills such as critical and computational thinking, both skills that will help them in later life.  |            |
| 2                    | <b>CURRICULUM</b> <ul style="list-style-type: none"> <li>● <b>INTENT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>          | For all children, including disadvantaged pupils and pupils with SEND, to be given the opportunity to learn purposeful computing skills enabling them to implement these outside of school. Teachers plan sequences of lessons that builds on knowledge and allows for adaptation regarding outcome for specific children. From Reception, they learn basic skills, which will impact their future learning as they progress throughout the school and are confident with using a range of skills by the time they finish year 6. Teachers often plan computing knowledge into different lessons, allowing children to have cross-curricular lessons and using their computing skills in a practical setting.  |            |
|                      | <ul style="list-style-type: none"> <li>● <b>IMPLEMENTATION</b></li> </ul>   | All classes are allocated an hour lesson a week in the school computing suite, we encourage a positive learning environment by ensuring there is a balance of challenge, expectations and knowledge. All teachers plan lessons well, using the year overview. All units of planning are matched to curriculum statements, which teachers use to assess the children and monitor that all areas of the curriculum will be accessed. Children save work to the pupil server, which all teachers can access for assessment purposes. This allows teachers to gain an insight into specific children's understanding and to plan and adapt specific questioning. Children receive regular tailored verbal feedback and support throughout each lesson, which allows them to meet the learning objective as stated in the National Curriculum. Teachers encourage a culture of trial and error regarding computing; we encourage children to explore their errors and learn to gain more resilience whilst tackling technology. Children seem to be receptive to this way of learning and enjoy the positive learning environment created by the teachers planning and overall expectation of outcomes for each child.                                  |            |
|                      | <ul style="list-style-type: none"> <li>● <b>IMPACT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>                            | <p><b>Computer science:</b> pupils are able to understand the principles of information and computation; how digital systems work and how to put this knowledge to use through coding, programming and problem solving.</p> <p><b>Digital Literacy:</b> pupils can express themselves and develop ideas through evaluating, investigating and predicting. Pupils are confident in understanding how to use a variety of technology safely, including online.</p> <p><b>Information Communication Technology:</b> pupils are able to use technologies effectively, select use and combine a variety of software on a range of devices and present, evaluate and analyse their results and findings.</p> <p>Overall computing provides a different set of communication skills and life skills, which allow SEND and disadvantaged pupils an opportunity to access knowledge and the technological world, which may not always be accessible to them in other subjects. Due to the positive learning environment, we encourage, through differentiated outcomes, specific questioning and the progressive curriculum, we believe this allows children a chance for their skills to become long term and integrated into their everyday thinking.</p> |            |
| 3                    | <b>BROADER CURRICULUM</b><br>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.? | <p><b>British Values and SMSC:</b></p> <p>Children are given the opportunity to discuss and use practical ways to express how to behave online respecting each other's values. Through problem solving along with analysing and evaluating, children become more resilient and understand how to show tolerance in the face of a challenge. Children work together in many of the topics – enabling them to show respect towards one another and understanding everyone has different opinions, thoughts, ideas and beliefs. As a school we take part in 'staying safe' day, which we cover important subjects such as cyber-bullying, grooming and other safety precautions.</p>  |            |
| 4                    | <b>SUCCESSES IN THE SUBJECT IN THE PREVIOUS YEAR</b><br>Focus should include the contribution of the subject to meeting whole school priorities   | <ul style="list-style-type: none"> <li>▶ Introduction of a new scheme of work which is being implemented by all staff</li> </ul>   |            |
|                      |   | <ul style="list-style-type: none"> <li>▶ Digital leaders club will be running for it's fourth year, as it is an extremely popular club and many children apply each year</li> </ul>  |            |
|                      |   | <ul style="list-style-type: none"> <li>▶ Computing curriculum and training encourages high expectations from the children and staff regarding production of work</li> </ul>  |            |



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| <b>5</b>  | <b>ACHIEVEMENT</b><br>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum                    | <b>Strengths</b>  | ▶                  | <b>Areas for Development</b>  |
|           |   | ▶ Good percentage of children have made expected levels of progress   |                    | ▶ Continue for all children to make the expected the levels of progress                                       |
|           |   | ▶ New curriculum has been successfully rolled out in each year group  |                    | ▶ Continue to broaden and adapt the new scheme of work  |
|           |   | ▶ There is a clear level of progression in coding across the whole school   |                    | ▶   |
| <b>6</b>  | <b>TEACHING</b><br>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.                | <b>Strengths</b>  | ▶ <b>Grade2/3</b>  | <b>Areas for Development</b>  |
|           |   | ▶ All teachers have a strong understanding of the curriculum and what to be taught when   |                    | ▶ Improve teachers' confidence and attitude towards subject   |
|           |   | ▶ Teachers understanding of the curriculum statements and expectations of the pupils has improved   |                    | ▶ Continue to develop an easier accessible assessment process   |
|           |   | ▶ Engagement for the subject has improved due to a more stimulation and varied curriculum   |                    | ▶   |
| <b>7</b>  | <b>LEARNING BEHAVIOURS</b><br>Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC                                       | <b>Judgement</b>  | ▶ <b>Grade 2/3</b> | <b>Areas for Development</b>  |
|           |   | ▶ Pupils enjoy using all the computing resources provided and are consistently engaged  |                    | ▶ Continue to improve the pupils attitude towards computing regarding less 'playing' and more learning skills |
|           |   | ▶ Children's respect towards the computing equipment is good  |                    | ▶ Ensure all classes use and explore all the resources we have  |
|           |   | ▶ Children's and parents' knowledge regarding e-safety has improved and they are all extremely aware of the dangers of the internet.  |                    | ▶   |
| <b>8</b>  | <b>LEADERSHIP/MANAGEMENT</b><br>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement | <b>Strengths</b>  | ▶ <b>Grade 2/3</b> | <b>Areas for Development</b>  |
|           |   | ▶ Subject leader and SLT have high expectations. SL has the opportunity to drop-in and see learning of computing in action.   |                    | ▶ Continue to develop SL subject knowledge and confidence of the subject across all key stages.               |
|           |   | ▶ Staff receives regular input/support from SL, regarding any curriculum/resourcing queries etc   |                    | ▶ Plan and deliver a useful and successful staying safe day   |
|           |   | ▶ SL runs digital leader, extracurricular club and takes DLs to technology events throughout the year.  |                    | ▶   |
| <b>9</b>  | <b>OVERALL EFFECTIVENESS</b>  | Computing is becoming an effective subject at Hurst Park, due to the new varied resources and curriculum. Computing as a whole offers children with valuable skills and knowledge, such as e-safety, coding and computational thinking. Teaching of the subject is becoming stronger, as the lesson plans are flexible and easy to manage regarding subject content.  |                    |   |
| <b>10</b> | <b>WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?</b>   | Pupils show a true understanding of the three different strands within the computing curriculum and show resilience when solving problems. They are respectful towards others and show they can use a variety of software and hardware appropriately. They are able to apply their creative skills in computing and can choose and evaluate the best devices to use. They show a positive attitude towards others, working well in both pairs, teams and independently. |                    |   |
| <b>11</b> | <b>KEY AREAS FOR SUBJECT DEVELOPMENT</b><br>Especially achievement and quality of teaching  | ▶ Assessment – ensuring a solid assessment structure that all staff follow  |                    |   |
|           |   | ▶ Commitment to subject – ensuring all teachers follow a set curriculum and allow children to access all areas  |                    |   |
|           |   | ▶ Staff development – Ensuring all old and new staff members are confident with the computing knowledge and tasks   |                    |   |