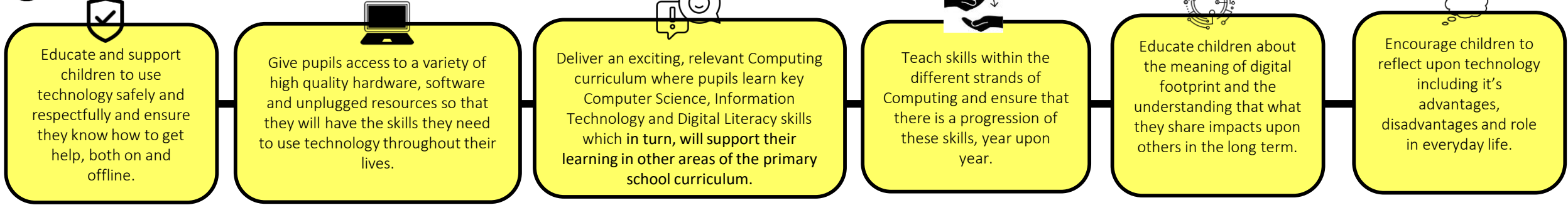
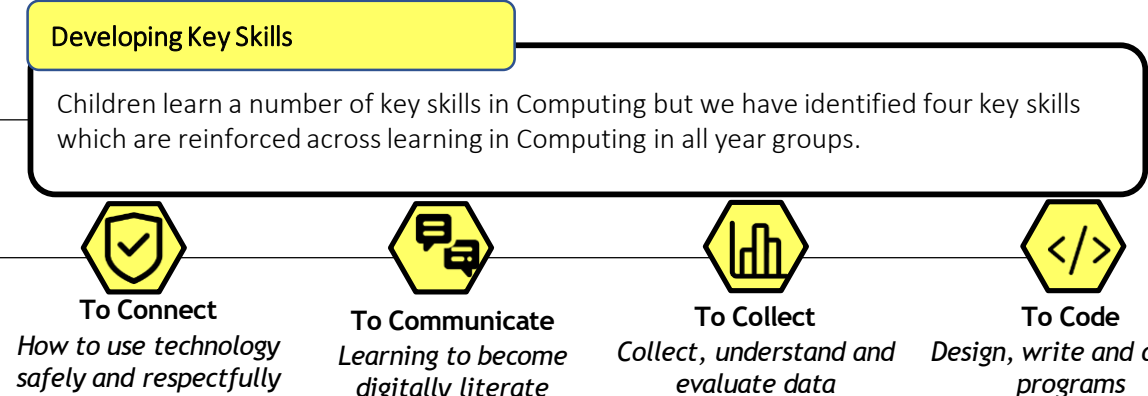
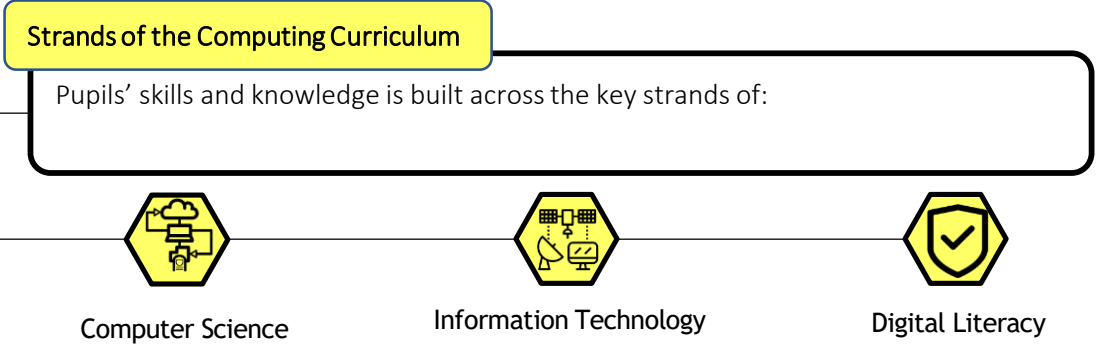



Intent- We aim to...



Implementation- How do we achieve our aims?




Strong Foundations



In EYFS, children build a strong foundation of Computing knowledge and skills through a mixture of dedicated Computing lessons and opportunities for play-based, unplugged activities. For example, children learn to: follow instructions, follow dance routines and sequence stories which is essential for future lessons when learning to code.

The children in EYFS are also introduced to a range of technological devices such as: cameras, tablet, CD play, remote controls, sound pegs and Beebots. They also have the opportunity to use the Computer Suite.

A Consistent Approach



At Laurel Lane, we follow the Kapow scheme of work. This is a cloud-based website that provides teachers with lesson plans, guidance and resources to deliver the Computing curriculum from EYFS to Year 6. Therefore there is a clear progression of Computing skills which are revisited each year.

We supplement this with Purple Mash and DB Primary; again, cloud based websites, which provide focused activities, creative tools, games and programs that teachers can set pupils as a '2do' to complete at school or at home. This is completed by pupils and saved in their own folder, making it easy to review and assess their work. Purple Mash and DB Primary give children a safe platform to learn Computing skills such as email, blogging and coding, as well as providing many opportunities for cross-curricular links.

Implementation- How do we achieve our aims?

Resources

At Laurel Lane, we are continuously growing our technology. We currently have:

- Computing Suite with additional in-class Laptops
- iPads (including Lego WeDo)
- Bee-Bots
- Kapow/Purple Mash/DB Primary (online teaching and learning tools)
- SMART board in each classroom

Skills Progression

The learning in Computing is sequenced to ensure progression in knowledge, and to ensure that key skills are repeated year-on-year.

Cross-Curricular Links

Wherever possible, we use Computing as a cross-curricular tool to not only reinforce Computing skills, but support other areas of the curriculum. For example, using search engines to research a topic or using sound pegs to record children's stories.

Vocabulary

Key vocabulary for each unit of work is highlighted in each year group's medium term plan and on knowledge organisers. This vocabulary is highlighted and modelled during teaching time. Teachers have high expectations that children will use the correct vocabulary and encourage pupils to do so. The development of vocabulary and prioritising of talk will help children to build transferable skills, to allow them to communicate and share their learning.

Planning

Laurel Lane use the Kapow scheme of work to support planning. Each year group has a medium term plan which outlines the coverage, key vocabulary, key questions and supporting materials for the year.

Timetabling

All children have one dedicated Computing lesson timetabled each week. There are an additional sets of Laptops that are used for cross-curricular opportunities, as well as Lexia and Times Table Rockstars.

On-line Safety

Laurel Lane use National College, Kapow and Purple Mash on-line platforms to teach the children the skills needed to be safe on-line. This includes appropriate communication on Apps and Websites, as well as considering their digital footprint.

CPD

An skills audit is undertaken each year which informs CPD needs. These are addressed through Purple Mash and Hillingdon Learning Partnership

Impact- How will we know we achieved our aims?

Children leave Laurel Lane being able **to connect** safely with others. Children's voice shows an understanding of how to use technology safely, respectfully and the importance of building a positive digital footprint.

Children leave Laurel Lane being able to use technology **to communicate**. They can:

- Retrieve digital content
- Create using a variety of digital tools
- Share digital information using age appropriate tools.

Children leave Laurel Lane being able **to collect**, understand and evaluate data.

Children leave Laurel Lane being able **to code**.

Children leave Laurel Lane being able to use a variety of technological devices and digital tools with competence including:

- Hardware (such as laptops and iPads)
- Software (such as Word, PowerPoint, Publisher, Excel).

Children speak confidently in Computing lessons, using the correct terminology, to demonstrate their understanding. .