

Dallimore Primary and Nursery School

Subject on a page - Computing

<p style="text-align: center;">Intent</p> <p>At Dallimore Primary and Nursery school we have chosen to use the KAPOW computing scheme of work, as this is closely aligned to the National Curriculum. To ensure children have a good understanding of Online safety, we teach the online safety units from KAPOW during the first two weeks of September across KS1 and KS2. Once children have learnt this key knowledge, they are provided with weekly retrieval opportunities to ensure this knowledge is retained in the long-term memory. Further opportunities to retrieve and develop this knowledge and understanding are provided on days such as 'Safer Internet Day'.</p>	<p style="text-align: center;">Pedagogical approaches</p> <p>All lessons will begin with online safety through Project Evolve. Following this, children will quickly recap prior learning and then build on this with the new learning. This retrieval practice will ensure that learning is retained in the long-term memory. There will then be a vocabulary check in each lesson to ensure the main and key vocabulary is understood and there are no barriers to learning. There is a mixture of both offline and online tasks to ensure that concepts are understood offline before online tasks begin. Kapow Primary's Computing scheme of work has been designed as a spiral curriculum with the following key principles in mind: Cyclical: Pupils revisit the five key areas throughout KS1 and KS2. Increasing depth: Each time a key area is revisited, it is covered with greater complexity. Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.</p>
<p style="text-align: center;">Sequencing of learning</p> <p>All units of learning are split between 5 or 6 lessons. The scheme is a spiral curriculum, so all year groups will be teaching the same unit at the same time with progression for each year group. Project Evolve will be taught in sequence in the following order: self-image and identity, online relationships, online reputation, online reputation, online bullying managing online information, health, well-being and lifestyle, privacy and security, copyright and security. Timings for each strand may vary between year groups owing to varying objectives per strand.</p>	<p style="text-align: center;">Teachers' Expert knowledge</p> <p>To develop subject knowledge, staff are proactive in asking the subject leader (and others) for advice. The scheme we have chosen is well-resourced, so as to help staff feel more confident to teach computing. As a subject leader, I try to keep abreast of changes to both schemes and legislature and aim to regularly attend CPD opportunities. Each unit guide provides a teacher video and details the subject knowledge that teachers require. Teachers are encouraged to watch these videos to check their own understanding.</p>
<p style="text-align: center;">Semantic and procedural knowledge</p> <p>Semantic and procedural knowledge is mapped out across each unit and within lessons. These progress throughout the year groups and build on previously taught material. The curriculum map details these composite and component parts through lesson objectives and success criteria. Procedural knowledge is taught via demonstration and repetition across year groups allowing children to retain this procedural knowledge in the long-term memory.</p>	<p style="text-align: center;">Assessment</p> <p>Teachers regularly ask questions to ensure understanding of concepts. These concepts are then moved into online applications, so independent learning of knowledge can be assessed. An example of this is teaching programming unplugged and then moving this knowledge to Scratch/MakeCode. At the end of each unit, summative assessments are provided to assess whether knowledge has been retained. These are 10-question assessments that cover key aspects of the material covered. This is used to inform progress and attainment on iTrack.</p>
<p style="text-align: center;">Vocabulary</p> <p>Kapow provides a glossary for all of the Tier 3 language that is expected to be learnt throughout its units. Accepted definitions are provided through the knowledge organisers, also provided by Kapow. Knowledge organisers also include some Tier 2 language which is also woven throughout lessons.</p>	<p style="text-align: center;">Impact</p> <p>Impact will be measured by pupil voice interviews, checking computing exercise books and scrutiny of slides to check for curriculum coverage and fidelity to the scheme.</p>