



Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equipment them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

Curriculum statement for the teaching and learning of Computing

I N T E N T

At Porthleven Primary School our computing provision equips our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information in a safe, responsible and respectful manner. We recognise the importance of developing pupils' skills at being able use information in a discriminating and effective way. Coding is also a fundamental aspect of our computing curriculum which enables children to develop their problem solving and reasoning abilities. It enables children to understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation, analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

U n d e r p i n n e d B y	The teaching of skills	The application of skills	Vocabulary	Online Safety
	<p>Porthleven Primary pupils will: be taught how to use a range of computer software, including spreadsheets, databases, email systems, word processing, multimedia presentations, app development, control programming and coding.</p>	<p>Porthleven pupils are given regular opportunities to apply the computing skills and knowledge that they have been taught to support their learning in other curriculum subjects:</p> <ul style="list-style-type: none"> • Children make choices about the credibility of information sources and their value in developing understanding • Children use their computing skills to develop their language and communication. • Children explore their attitudes towards computing and its value to them and society in general. 	<p>Computing vocabulary is built upon</p> <p>Early Years: Key Stage 1 Programs, algorithm, decomposition, sequences, repetition, icons, apps, links, sprite, animate</p> <p>Lower Key Stage 2 Programs, algorithm, decomposition, sequences, repetition, selection, debug, functionality, sprite online presence, e-mails, HTML</p> <p>Upper Key Stage 2 Programs, algorithm, decomposition, sequences, repetition, selection, variables, debug, functionality, sprite online presence, e-mails, HTML, interface</p>	<p>Porthleven pupils learn how to use mobile technology and the internet safely. Online safety is not only taught in computing lessons, but in PSHE (and other) lessons, assemblies and workshops.</p>

I m p l e m e n t a	Curriculum Approach	Development of higher level thinking skills	Resources
	<p>We provide direct instruction on how to use software and hardware, whilst also providing opportunities for children to apply these skills.</p> <p>To ensure that the school is continuing to embrace new technology and innovations, we use Knowsley CLCs Primary Computing Scheme of Work and resources.</p>	<p>Digital journals can help children articulate their thinking verbally as they explore logic reasoning and computational thinking. They can quickly and easily record verbal discussions (whether in whole-class teaching, in groups or as they engage in reflective learning activities) and use this to review their predictions with regards to algorithms or programming. This helps to prepare children to record their understanding in written form later.</p>	<p>Children have access to chromebooks, iPads, programmable toys / robots and digital cameras, to allow them to have more opportunities to develop and apply their ICT skills.</p> <p>A range of software is used such as PowerPoint, Word, Excel, Publisher, Animation, Tynker, Scratch, SeeSaw, Book creator, Stop Motion Studio,</p>

<p>ti o n</p>	<p>This scheme ensures that every aspect of the National Curriculum for computing is covered. It also meets the interests of all learners with a range of exciting creative activities and open-ended challenges based on the essential requirements of the computing program of study. It ensures children can build on their understanding, as each new concept and skill is taught with opportunities for children to revisit skills and knowledge as they progress through school.</p> <p>In this scheme of work the children build a portfolio of evidence as they create their own individual digital Learning Journals using Google Classroom. Due to the practical nature of Computing, evidence of work undertaken by children is in the form of a photographic record or a screenshot/ screencast of each child's finished work which can be inserted into their journals by the children. These digital books are saved in their individual folders.</p> <p>The range of computing / ICT learning opportunities and experiences for children at each stage in their school journey provide continuity and stepping stones into the next stage of their learning e.g. EYFS children are prepared for KS1, KS1 for LKS2 etc.</p>	<p>When encouraging deep-level thinking skills we try to get students to think about some of the following when journaling:</p> <p>"I knew I was right when....."</p> <p>"The thing you must remember with this kind of problem is....."</p> <p>"Tips I would give a friend to solve this problem are....."</p> <p>"I wish I knew more about....."</p> <p>"Could you have found the answer by doing something different? What?"</p> <p>"Were you frustrated with this problem? Why or why not?"</p> <p>"What method did you use to solve this problem and why?"</p> <p>Assessment</p> <p>Teachers assess against four core learning concepts that progress through the curriculum:</p> <p>Mandatory Skills, Computer Science, Information Technology and Digital Literacy.</p> <p>The core concepts are broken down further into secondary concepts with which progress is mapped through the primary curriculum:</p> <p>Mandatory Skills: Essential Skills</p> <p>Computer Science: Computational Thinking, Coding, Logical Reasoning, Networking, Online.</p> <p>Information Technology: Harnessing Technology, Online</p>	<p>Chatter Kid, Foldify Photostory, Scratch and easy studio.</p> <p>We also use a range of ipad apps.</p> <p>An Embedded 'Relevant' and 'Progressive' Online Safety Curriculum</p> <p>Staff are trained in the area of online safety, and the curriculum for every year has an online safety focus.</p> <p>Issues such as cyberbullying, online wellbeing, screen time/ addiction, the reliability of information and 'Stanger danger' are discussed in PSHE lessons and assemblies.</p> <p>Children are taught the SMART rules of online safety, and are taught the skills and knowledge that they may need to keep themselves safe online.</p> <p>Online Safety Workshops and Assemblies to teach children and their parents about online safety.</p> <p>Safer Internet Day each February to raise awareness within school and the local community about the possible dangers of using the internet and mobile technologies, and to advise on ways in which to reduce risk.</p> <p>British Values</p>
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	<p>Digital Literacy: Technology in the Real World, Media & Content, Online Safety</p> <p>External Stimuli Children from nursery through to Year 6 are taught about how technology is used in the outside world, and in the workplace.</p> <p>At the end of a lesson or unit, teachers make a summary judgement about the learning of each pupil in relation to the success criteria outlined at the beginning of the unit, and records these judgements half-termly.</p> <p>Knowledge Organisers Help our pupils to relate each topic to previously studied topics and to form strong, meaningful schema. The knowledge organisers include the concepts taught and vocabulary that the children will understand and apply during their computing units.</p>	<p>The fundamental British values taught in Porthleven School are:</p> <ul style="list-style-type: none"> • democracy; • the rule of law; • individual liberty; • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. <p>Through the computing curriculum children are taught about the rule of law with a focus of E-safety. Our computing curriculum, teaches pupils how to be respectful to other users of the Internet and the importance of tolerance.</p> <p>Parents The use of E-Safety is also shared with parents in our community. democracy and law have evolved over time. What events affected and shaped the society we live in today.</p>
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I m p a c t	At the end of each year, pupils have developed their computing skills, and have gained a new understanding of online safety issues and how to keep themselves safe online.			
	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about</p>	<p>EVIDENCE IN KNOWLEDGE Pupils know how and why technology is used in the outside world, and in the</p>	<p>EVIDENCE IN SKILLS Pupils use acquired vocabulary in computing, including coding, lessons. They have the skills to use</p>	<p>BREADTH AND DEPTH Teachers plan a range of opportunities to use computer technology, inside and outside school.</p>

<p>their computing lessons and speak about how they love learning on the computer. Children across the school articulate well about the potential risks of being online, and can talk about ways to keep safe.</p>	<p>workplace. They know about different ways that computers can be used.</p>	<p>technology independently, for example accessing age-appropriate software and games in EYFS and using a range of computer software independently in KS1 and KS2.</p>	
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