Subject area		Computing	Subject Leader	Marcus Bond
Date		September 2021		
Sections		**Summary evaluation**		
1	**Introduction** *Why do we teach what we teach?*	In our modern world computers have become an integrated and integral part of our lives, whether this be for communication, information gathering or fun. Children therefore need to be armed with a wide range of skills to navigate the array of technology they will meet. Whilst it is important children are able to use a range of hardware and software competently it is also vital they build an understanding of how computers work and how we as humans programme and create what they do. The pace of change within the world created by technology means these skills will play an important part in pupil's lives currently and in the future.		
2	**Curriculum** **Intent** *(Include reference to SEND and disadvantaged pupils)*	Through computing we aim to instil a curiosity and excitement about what technology can do. We also want to ensure our pupils understand how to use technology responsibly and how to best safeguard themselves. During discrete computing lessons pupils are exposed to coding, word processing and e-safety. We also aim to use technology in other aspects of the curriculum, to research and present findings. Using technology is a great way to enhance pupils engagement and enable them to see clear success and progress. Computing is a part of the curriculum which is accessible to all pupils and includes elements of exploration, trial and error, and clear successes. By using a range of differentiated hardware and software all pupils are able to achieve and progress within a computing curriculum.		
	Implementation	Computing is taught both discreetly and in a cross curricular manner, from Reception to year two. In the early years children have a range of experiences with technology and complete foundational work to support progress in year 1 and 2. Children have the opportunity to access computing related activities throughout their self-initiated learning. Each year group follow The Orchard Computing Scheme of Work, this ensures each year group continuously develop the skills required. Pupils engage in practical and talk based learning in both discrete teaching and cross-curricula activities. There is a focus on embedding skills and understanding so pupils can remember their learning long term, implementing it in a range of situations. Children are expected to be critical thinkers and find solutions to problems they encounter. The reception year group children have access to laptops and other technology with an emphasis on allowing pupils to experience and engage with it in a safe and controlled environment. In KS1 pupils use laptops to complete discrete lessons involving e-safety, coding and word processing. In other aspects of the curriculum computers are used for research, watching educational videos, completing games, or presenting findings. At the heart of this is an emphasis on safety, ensuring children know what to do if they feel unsafe or worried whilst using technology. All classrooms have an interactive whiteboard used by teachers and pupils.		
	Impact *(Include reference to SEND and disadvantaged pupils)*	Children show progression of skills and understanding within the computing curriculum. They are able to use technology safely and explain what they should do if they feel worried. They can code and debug simple programmes and use specific hardware appropriately (for example find the correct letter keys and use a mouse-pad successfully). Pupils with SEND are able to interact with technology using it to build up their knowledge and skills of other subject areas whilst also building their computing skills. By the end of KS1 pupils at The Orchard are expected to be competent using technology for a range of purposes and understand how it can be used to enhance daily lives. Evidence for impact is collected via observations of each year group and work produced by children.		
3	**Broader curriculum** *How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?*	At The Orchard we aim to develop children who are engaged with technology, can be critical thinkers and have the ability to solve problems they encounter. We aim to give them an understanding of how technology can be used to learn, investigate, share knowledge and communicate with the world. It is important to build an understanding too that not everything they see online is fact and to be critical of information they receive. We aim to build an understanding of how technology can be used responsibly and appropriately.		

4	**Successes in the subject in the previous year** *Focus should include the contribution of the subject to meeting whole school priorities.*	➢ Implementing schemes of work into planning ensuring good coverage and development of skills	
		➢ Continued feedback to ensure hardware and software is used consistently.	
		➢ Improved timetabling across the school by blocking	
5	**Achievement** *Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.*	Strengths	Areas for Development
		➢ Children's excitement to use technology in the classroom	➢ Ensuring skills are built upon consistently throughout the school
		➢ Children ability to code and decode simple programmes	➢ How technology can be used to support children with EAL
		➢ Use of technology to support all pupils.	➢ Develop the use of IT to improve research opportunities
6	**Teaching** *Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.*	Strengths	Areas for Development
		➢ Teacher engagement with scheme of work ensuring progression of skills through year group	➢ Hardware use – how can we make it as smooth and easy for teachers to use.
		➢ Teachers enthusiasm to use technology in the classroom	➢ Assessment – how can it be used to ensure progress
		➢ Children's learning through cross curricular opportunities	➢ How we record what we teach – through pictures, saved work, videos?
7	**Learning Behaviours** *Including behaviour in lessons and around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.*	Strengths	Areas for Development
		➢ Pupils are engaged in computing lessons	➢ Ensure children treat technology in school respectfully
		➢ Pupils enjoy using technology within the curriculum	➢ How do children know they are progressing within the computing curriculum
		➢ Pupils showing an awareness of what to do if they feel unsafe.	➢ How can computing be supported at home with a wide range of hardware
8	**Leadership/Management** *How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.*	Strengths	Areas for Development
		➢ Communication between leader and SLT on strengths and concern areas for computing	➢ Use of computing CPD for staff
		➢ Curriculum that caters for all pupils	➢ What hardware and software we use consistently and any we need to use
		➢ High expectation that pupils receive a good computing curriculum	➢ CPD based on KS1 learning
9	**Overall effectiveness**	Pupils enjoy using technology within the classroom and school. They are engaged in their learning and bring a wide range of knowledge, skills and understanding prior to joining. By being explicit children are building up an understanding of e-safety and how coding works.	
10	**What is a good learner like on leaving The Orchard?**	A good learner demonstrates confidence and responsibility and makes the most of their abilities. They learn transferrable skills using hardware and software appropriately.	
11	**Key areas for subject development** *Especially achievement and quality of teaching*	➢ Use of hardware throughout the school – its accessibility and ease of use for teachers. ➢ Use and review of new scheme of work to ensure progression of skills ➢ Teacher confidence in delivering computing and be able to successfully solve problems they encounter.	