

# Computing Curriculum Impact Statement 2023



## Overall synopsis / developments:

\*This is the first year of using the KAPOW curriculum for Computing and it has been delivered successfully across the whole school. The KAPOW curriculum has been adapted to meet the needs of our school and places great importance on the delivery of online safety lessons. These lessons take place at the beginning of every half term.

\*A key development in Computing this year has been the updating and expansion of hardware. This was outdated and slow. We now have 30 fully functioning desktops in the computing suite, a bank of 16 iPads and a bank of 16 Samsung tablets. As a result, both teaching and learning in Computing have been enhanced and are more easily accessible.

\*We have worked hard this year to develop the ways in which we record evidence in Computing to ensure that this is visible and consistent across school.

## Subject leadership - CPD, Monitoring and books:

\*CPD – one of our governors put me in touch with Jonathan Chippendale at Barefoot Computing who I had a TEAMS call with at the beginning of the year. Following this, I attended the 'Making the Most' workshop led by Barefoot Computing.

\*Over the course of the year, several 'book looks' have been carried out and it is pleasing to see that there has been an increase in evidence being recorded in all year groups. Most of this evidence is provided by staff e.g. photos/videos/scans of work; therefore, there is still work to do in

## Computing in the EYFS:

Although the 'Technology' strand no longer features in the EYFS framework, it is still vitally important that we teach Computing in the early years as doing so will ensure that our children enter Year 1 with a strong foundation of knowledge.

As a result, the EYFS have followed the Kapow curriculum this year and a weekly Computing lesson has been delivered exposing the children to a range of devices, software and unplugged activities.

## Data overview for Computing

Percentage of children at the Expected Standard or better (age appropriate)

Reception	Key Stage 1	Key Stage 2	Whole school
	90.6%	93.8%	92.7%

## Highlights / Life in all its fullness:

\*JamCoding after-school club throughout the year for both KS1 and KS2.

\*Safer Internet Day – 7<sup>th</sup> February

\*Christmas Computing Competition for both KS1 and KS2

\*Working alongside the Computing link governor Chris Miller

\*Computing link governor, Chris Miller, acquired 15 desktops for school which were donated by the company Diffblue Ltd.

\*A further 15 new desktops and 16 new tablets were purchased by school after money was raised by a parent and matched by the company that they worked for. The PFTA also contributed to the cost of these devices.

\*A grant was accessed from WM&BW Lloyd Charity Trust and used to purchase new resources: class iPads, Blue-Bots, tripods and software.

overcoming barriers to the children saving their own work especially when using the tablets e.g. cloud storage, and also upskilling our children to save their own work on the server. More work is also needed so that it is easier to see the progression of skills throughout school.

\*Observations have been carried out across most year groups this year.

Teaching and learning in Computing is good and makes use of a range of software, devices and unplugged activities. Children are enthused and engaged in their learning and can discuss and explain their intended learning. Opportunities are also provided to challenge higher ability children.

### **Pupil voice (including ambassadors)**

#### **When asked whether they enjoy Computing lessons the children said:**

*'I like coding and making games'*

*'It is fun learning about technology'*

*'We always learn fun things and new things to help us'*

*'I like making PowerPoints and find coding interesting'*

*'Computing lessons are very fun because we use the computers a lot and do something different every week.'*

#### **When asked how we could improve Computing in school the children said:**

*'I think Computing is good enough already.'*

*'Doing Computing more than once a week'*

*'More coding and work on Scratch'*

*'More free time on the computers'*

*'Have more time on the Computers' – 90 minute lessons not 60 minutes.*

#### **Out of the children asked:**

75% preferred using a desktop/laptop rather than an iPad

100% said that they felt safe when online

75% said that Computing was important/very important