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| **Computing Curriculum** **Impact Statement 2024** |  |
| **Overall synopsis / developments:**\*Due to the developments that we made last year with regards to our Computing hardware and the Kapow Curriculum, Computing has been taught effectively and consistently within all year groups this year. The profile of Computing has been raised amongst both staff and children.\*In February, we held a Computing and PSHE Super Learning Day which celebrated Online Safety Day as well as Children’s Mental Health Week. As part of this day, the production ‘The Greatest Robot Ever’ came into school and explored the concepts of resilience, friendship and wellbeing through a 30-minute show and 30-minute workshop. Also, each year group learnt about a significant person in the history of Computing and engaged in a range of age appropriate activities around the importance of Online Safety. \*As our hardware is now easily accessible for both teaching and learning, the children are becoming increasingly competent when independently logging onto and navigating the desktops within the computing suite, learning to transfer their skills between iPads/tablets and desktops. | **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. The children have covered the following areas of Computing through 5 different units: Computer Systems and Hardware, Programming and Data Handling.  |
| **Data overview for Computing** Percentage of children at the Expected Standard or better (age appropriate)

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| Reception | Key Stage 1 | Key Stage 2 | Whole school |
| 96.4% | 90.9% | 92.6% | 92.7% |

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| **Highlights / Life in all its fullness:** \*Online Safety and PSHE Super Learning Day which celebrated Online Safety Day as well as Children’s Mental Health Week. \*This year, we received a free class set of 30 Micro:bits which are pocket sized computers that can be used to teach children about coding. Back in December, we registered for these with the BBC who were offering free sets to all primary schools across England. This resource will allow Year 5 to access teaching and learning as part of their Kapow curriculum but can also be utilised throughout KS2.\*KS1 and KS2 Coding Competition linked to World Book Day. KS1 created ChatterPix videos of their favourite book characters whilst KS2 were asked to code their own story on Scratch using one of the tutorials as a starting point. \*JamCoding club continued during the Autumn term. \*Working alongside the Computing link governor Chris Miller |
| **Subject leadership - CPD, Monitoring and books:**\*Throughout the year, several book looks have been carried out successfully. These have highlighted that there has been an increase in the quantity and also consistency of evidence being saved across school. There is a mixture of scanned documents, photos and videos being saved as teacher evidence and an increase in the children saving their own work onto the server. \*Intake Books have been created for each year group which will travel with them throughout their Primary School journey from Reception to Year 6. These books collate examples of work every half term and will make it easier to see progression throughout school. \*CPD opportunities from Barefoot Computing have been emailed to staff.  |
| **Pupil voice (including ambassadors)**\*Our Computing ambassadors would like to run their own Computing clubs next year for the younger children in school. \*I like using the desktops now because I’m getting use to them. I like using the keyboard.’ \* ‘I love the Micro:bits. We used them to make a mindfulness timer in DT’\*I like Computing when we use Scratch.’\*Computing lessons are fun because we learn things that we can do at home too.’ \* ‘If there is something you don’t like on your screen, you shouldn’t get rid of it because then you can’t show an adult. You should tell an adult first and then they can help.’  |