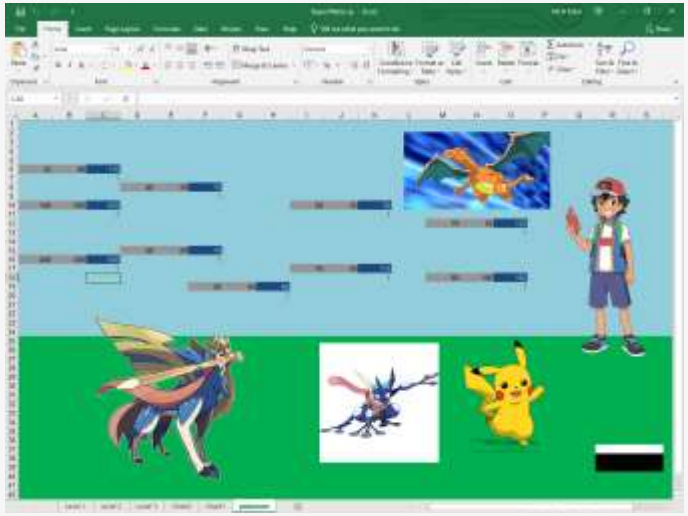
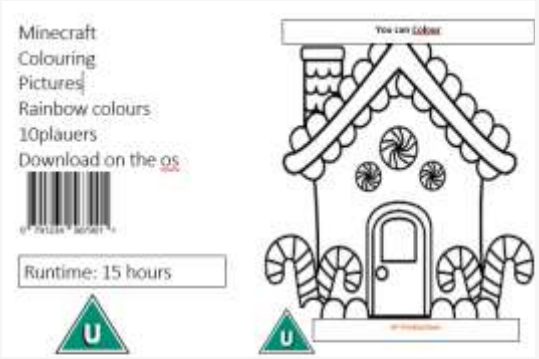
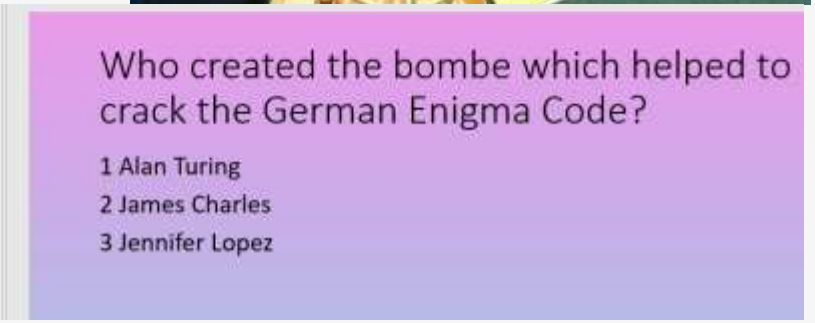
Computing







Believe • Belong • Become

Longford Park School

Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.

Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.

Our Curriculum Drivers

Believe, Belong, Become

Problem solving

Mental health and well-being

Vocabulary

Longford Park School

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Our Curriculum Drivers

Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!

Our Curriculum Drivers

Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.

Longford Park School

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Important Terms

Curriculum drivers *shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.*

Curriculum breadth *is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.*

Our curriculum distinguishes between subject topics and ***golden threads****. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary *is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.*

Core values *are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.*

Mental health *is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.*

Problem solving *is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.*

Pedagogy *is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.*

Intent

The computing curriculum aims to instil a sense of enjoyment around using technology and to develop pupils' appreciation of its capabilities and the opportunities technology offers to create, manage, organise and collaborate.

The curriculum aims to develop pupil's confidence when encountering new technology, which is a vital skill in the ever-evolving and changing landscape of technology in our world.

Through our curriculum we intend for pupils to not only be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens.

Implementation

The computing curriculum at Longford Park School is based upon the National Primary Curriculum and Kapow Primary Computing then adapted to suit the needs and abilities of pupils throughout the school.

There are three strands which run throughout:

⇒ *Computer Science*

⇒ *Information Technology*

⇒ *Digital Literacy*

Pupils develop their computing knowledge and skills by revisiting and building upon previous learning across five key areas which align with the strands. These areas are:

⇒ *Computer systems & networks*

⇒ *Programming*

⇒ *Creating media*

⇒ *Data handling*

⇒ *Online safety*

Pupils learn through a range of different activities including the use of computers, iPads, technological gadgets and 'unplugged' activities.

Long Term Plan

Click here to view our long term plan for this academic year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety
EYFS	Set up continuous provision in your classroom: Computing through continuous provision	Computing systems and networks Using a computer	Programming 1 All about instructions	Computing systems and networks Exploring hardware	Programming 2 Programming Bee-Bots	Data handling Introduction to data	
Year 1	Computing systems and networks Improving mouse skills	Programming 1 Algorithms unplugged	Skills showcase Rocket to the moon	Programming 2 Programming Bee-bots Option 1: Bee-Bots Option 2: Virtual Bee-bots	Creating media Digital imagery Option 1: Google Option 2: Microsoft Office 365	Data handling Introduction to data	Online safety Online safety Y1 (4 lessons)
Year 2	Computing systems and networks 1 What is a computer?	Programming 1 Algorithms and debugging	Computing systems and networks 2 Word processing	Programming 2 Programming: ScratchJr	Creating media Stop Motion Option 1: Using tablet devices Option 2: Using cameras Option 3: Devices without cameras	Data handling International Space Station	Online safety Online safety Y2

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Long Term Plan

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety
Year 3	**Computing systems and networks 1** Networks and the internet Option 1: Google) Option 2: Microsoft Office 365	**Programming** Programming: Scratch	**Computing systems and networks 2** Emailing Option 1: Google Option 2: Microsoft Office 365	**Computing systems and networks 3** Journey inside a computer	**Creating media** Video trailers Option 1: Using devices other than iPads Option 2: Using iPads	**Data handling** Comparison cards databases Option 1: Google Option 2: Microsoft Office 365	**Online safety** Online safety Y3 (4 lessons)
Year 4	**Computing systems and networks** Collaborative Learning Option 1: Google Option 2: Microsoft Office 365	**Programming 1** Further coding with Scratch Option 1: Google Option 2: Microsoft Office 365	**Creating media** Website design Option 1: Google Option 2: Microsoft Office 365	**Skills showcase** HTML	**Programming 2** Computational thinking	**Data handling** Investigating weather Option 1: Google Option 2: Microsoft Office 365	**Online safety** Online safety Y4 (6 lessons)
Year 5	**Computing systems and networks** Search engines Option 1: Google Option 2: Microsoft Office 365	**Programming 1** Programming music Option 1: Sonic Pi Option 2: Scratch	**Data handling** Mars Rover 1	**Programming 2** Micro:bit	**Creating media** Stop motion animation Option 1: Stop motion studio Option 2: Using cameras	**Skills showcase** Mars Rover 2	**Online safety** Online safety Y5
Year 6	**Computing systems and networks** Bletchley Park Option 1: Google Option 2: Microsoft Office 365	**Programming** Intro to Python	**Data handling** Big data 1	**Creating media** History of Computers	**Data handling** Big data 2	**Skills showcase** Inventing a product Option 1: Google Option 2: Microsoft Office 365	**Online safety** Online safety Y6 (6 lessons)

Impact

The impact of learning in computing is continually monitored through the use of formative and summative assessment opportunities. By engaging in the computing curriculum, pupils should:

- ✓ *Be critical thinkers and able to understand how to make informed digital choices in the future.*
- ✓ *Understand the importance that computing will have going forward in both their educational & working life and in their social & personal futures.*
- ✓ *Understand how to balance time spent on technology and time spent away from it in a healthy & appropriate manner.*
- ✓ *Understand that technology helps to showcase their ideas and creativity. They will know different types of software and hardware can help them achieve a broad variety of artistic and practical aims.*
- ✓ *Be aware of online safety issues and be able to deal with any problems in a responsible and appropriate manner.*
- ✓ *Have an awareness of developments in technology and have an idea of how current technologies work and relate to one another.*

Evidence of this is monitored by the subject lead through scrutiny of pupils' completed projects saved onto the school system, work displayed within the class computing book and through listening to pupil voice.

Cultural Capital

The use of technology in school enables pupils to gain virtual experiences which otherwise wouldn't be possible, for example visiting historical sites from around the world.

Through computing lessons, pupil are taught skills such as typing which will likely help them into their adulthood and future working lives.

Pupils are taught how technology is used within the real world and supported to experience examples of this when out and about within the community or on school trips.

British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
Values such as respect & tolerance of others' opinions is promoted through the digital literacy strand of computing.	Pupils are taught to consider the consequences, advantages and disadvantages of things such as hacking, cyber bullying, privacy, copyright law & ethical decisions relating to how ICT is used.	Choices in terms of education, employment and careers are discussed. Limitations on individual liberty, for example, by complying copyright laws and analysing 'fake news'	Tolerance of others' opinions is promoted through the digital literacy strand of computing. Pupils are encouraged to evaluate and analyse information presented or shared via technology for accuracy and reliability.	Offer support and advice to others . Discuss and reflect on each other's work constructively. Mutual respect is strongly focussed upon within Digital Literacy strand and E-safety elements of the curriculum.

Pupil Voice

It's my favourite lesson, I look forward to it all week.

I'm a tech expert already. I have a high-tech gaming computer at home so I know .

It's important to keep my passwords & information private. Sometimes people aren't who they say they are.

I don't really like using the computers but I know you have to for lots of jobs these days.

I love using Scratch!

The computers and iPads in school are old. It's annoying when they don't work.