

Computing



Bring the whole curriculum to life



Longford Park School

Believe • Belong • Become

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.



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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.



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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.

Our e-safety modules also teaches our children to stay safe online and use technology appropriately through a variety of learning tasks.



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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.



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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.



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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, pupils 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.



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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.



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Pupil Voice

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

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

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.



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