Computing Position Statement

The Beechwood progression of skills refers to National Curriculum attainment targets, whilst retaining the detailed breakdown of the specific knowledge and skills to ensure progression through the school. The detailed Progression of Skills is divided Information Technology, Computer Science and Digital Literacy and is used as the basis for planning at medium term and short term.

Although there is no Early Learning Goal for Technology it is interlaced throughout the early years curriculum. It is available through the areas of provision and in teacher lead activities, which then lead to independent, self-directed tasks in the continuous and enhanced provision. These support many of the other Early Learning Goals. Pupils have access to technology such as Bee-bots, metal detectors, sound pegs, UV torches and the large interactive screen. These support Early Learning Goals including the Prime Areas, particularly Social and Emotional Development, where pupils have to 'work and play cooperatively and take turns' and regulate and manage their behaviour with popular activities. Pupils use the interactive board to support writing, drawing mathematical games and research to develop their Understanding the World. The EYFS follow a two-year rolling programme and each topic is mapped out using objectives from the Birth to 5 Matters document, which specifically includes Technology in Understanding the World and other ELGs under the Characteristics of Effective Learning.

The Beechwood curriculum then builds upon what pupils have been taught in Years 1-6 have detailed Medium-term plan Bs, which are updated termly, where necessary, in line with the teaching of Computing. The plans continue to reflect the school Personalisation and Creativity and Enquiry agendas. Sections of each year groups plans remain open-ended to allow children to develop a variety of investigation skills connected to that in which they are interested, and allowing pupils to present their findings in different ways using Computing and linked where possible to History, Geography, Science, DT and Art and the TSU work.
The computer suite as 32 computers so that each pupil can have their own machine when in there. Each class from Year 1 to Year 6 continue to have a weekly designated time when they can use the Computer Suite for the teaching of Computing. In addition, teachers can book additional times to support research, Maths or other TSU related teaching using the computers.
In most KS2 classes, computing is taught by the Computing subject leader as part of teacher PPA cover. This means that there is consistency and continuity across classes and year groups and the benefit of specialist knowledge. Where computing is not delivered as part of PPA the Computing subject leader provides support in delivering computing, where needed and plans with class teachers if required.

In addition, each class in KS2 has access to a set of 16 Chromebooks, which support the teaching of Computing skills and also computing related TSU outcomes. There are also additional sets of Chromebooks available in KS2 so that if desired, each pupil in a class can have a Chromebook as well as using them to support interventions in the curriculum. In KS1 each year has access to a set of 16 iPads and there is also a KS1 set of 16 Chromebooks, used for teaching Computing skills and also supporting the curriculum for research and enquiry.

Computing is also continuing to be used to support interventions in Mathematics and Reading throughout the school. Times Table Rock Stars is being used by all classes form Year 2 to Year 6 to promote fluency with times tables. There is also a whole school subscription to Spelling Shed to support and promote spelling in school and a limited subscription of Reading Eggs aimed at KS1 pupils and pupils in need of reading support in KS2. Home/school links are also continue made as pupils can access Purple Mash, Times Tables Rock Stars and Reading Eggs at home too, with their same password. These are not only school priorities, but also trust priorities too.

The school continues to use Microsoft 365 ensuring access for all staff and students to email and Office 365 services online, both at home and in school. Progress in Computing is formally recorded using the whole school tracking system.

MTPs will continue to ensure that objectives are evenly distributed and that there continue to be a wide range of more challenging and less repetitive outcomes.
The use of Juniper Sonar to track pupil progress continues and will be used by all class teachers for computing this year.

Spiritual, Moral, Social, and Cultural (SMSC) Development for Computing

At Beechwood Primary School, we are committed to providing a high-quality computing education that not only equips our pupils with digital skills but also supports their spiritual, moral, social, and cultural (SMSC) development. Computing plays a vital role in shaping the way young people understand and interact with the world, making it an important area for fostering responsible, respectful, and well-rounded individuals.

Aims
Through the subject of computing, we aim to:

- Enhance pupils' understanding of the ethical, moral, and societal implications of technology.
- Encourage pupils to reflect on their own values and beliefs while engaging with computing.
- Promote the responsible use of technology, particularly in relation to online safety and digital citizenship.
- Develop teamwork, cooperation, and collaboration through group computing projects.
- Foster an appreciation of how computing and technology influence cultures around the world.

Spiritual Development
Computing offers opportunities for pupils to reflect on their own and others' beliefs, values, and experiences. We:

- Encourage pupils to think about the wonder of technological advancement and its impact on human lives, sparking curiosity and creativity, such as use of AI and in units such as when Year 3 use technology to create pieces of artwork.
- Promote self-reflection through problem-solving and digital creation tasks, where pupils can express their ideas, thoughts, and feelings. An example of which would be in the coding activities where pupils have to solve problems but are also encouraged to be creative.
- Use technology to explore and discuss diverse beliefs and values, enabling pupils to understand different perspectives. Teachers often use Purple Mash to deliver parts of the R.E. curriculum and find out about spiritual beliefs using Chromebooks for research. Also pupils find out about issues such as child labour in Victorian times.

Moral Development
Understanding the ethical and moral dimensions of technology is crucial in today's digital world. Through computing, we:

- Teach pupils about the importance of responsible digital behaviour, including respect for privacy, intellectual property, and the ethical use of data through assemblies, in computing lessons and through the visit to each class of D:Side.
- Help pupils recognise the impact of cyberbullying, online harassment, and inappropriate content, and understand the importance of maintaining personal integrity and digital safety.
- Encourage discussions around the moral dilemmas associated with technology, such as the use of artificial intelligence and the digital divide.

Social Development
Computing promotes collaboration and teamwork, as well as an understanding of the societal impact of technology. Pupils often work together on collaborative projects and share Chromebooks to work

together and in this we:

- Encourage pupils to work together on computing projects, building teamwork, communication, and problem-solving skills. This includes collaborative work with pupils from Mayo Collage in India, online and in person when they visit.
- Promote the development of leadership and cooperative skills through group activities in coding, programming, and digital media creation.
- Foster awareness of how computing is shaping societies globally, helping pupils to understand their role as responsible digital citizens, such as using technology to find out about counties such as South Africa (Y2) Ghana (Y4) and India (Y5) and research issues like deforestation (Y6) and fair trade (Y4). They also use technology to produce outcomes such as presentations and posters to showcase their learning.
- Use technology to support social inclusion, recognising its power in connecting diverse communities and overcoming barriers, supporting some pupils with technology when needed.

Cultural Development

Understanding the cultural impact of technology and its global reach is an essential aspect of computing. We:

- Explore the global nature of technology, encouraging pupils to appreciate the contributions of different cultures to technological advancements. Pupils often use technology to find out about other cultures (see above) and in year 5 to email and work with pupils in India. In Year 6 pupils consider Past, Present and Future including the impacts of new technology such as AI.
- Use technology to explore cultural expressions, including art, music, and storytelling from different parts of the world, celebrating diversity and creativity as part of our TSU themes as mentioned above.

Implementation

- Curriculum Design: Our computing curriculum is carefully structured to include opportunities for spiritual, moral, social, and cultural development. Lessons are designed to be inclusive and to engage pupils in activities that encourage reflection on SMSC issues.
- Online Safety Education: Pupils are regularly taught about online safety through specific lessons and whole-school initiatives like D: side and assemblies, helping them navigate the online world with confidence and awareness of potential risks.
- Collaborative Projects: Group work and collaborative tasks are an integral part of our computing lessons, fostering teamwork and social skills.
- Diverse Resources: We use a wide range of resources that reflect global perspectives and celebrate cultural diversity, ensuring that pupils develop a broad understanding of the world through technology.

Conclusion

At Beechwood Primary School, we believe that computing is not just about learning how to use technology, but about developing well-rounded individuals who are thoughtful, responsible, and engaged citizens. By integrating SMSC development into our computing curriculum, we aim to prepare pupils for the challenges and opportunities of a rapidly changing digital world. This provides a foundation for ensuring that computing contributes positively to the spiritual, moral, social, and cultural development of all our pupils.