Godalming Junior School

Subject: Computing	Report prepared by: Samantha Dlugokecka

*Our curriculum **intent** for Computing* at GJS

At Godalming Junior School, we strive to produce children who are understand how to use to a range of hardware and software in a confident and safe way.

- The GJS Computing curriculum has been adapted from the National Curriculum computing requirements to help develop the children's understanding of the three main strands of Computing (**computer science**, **digital literacy** and **information technology**) with children building on their skills as they progress through the school. We do not follow a scheme of work for our Computing curriculum except for our Understanding Networks units which are adapted from Teach Computing.
- Across the school, there is a clear **Progression of Skills and Knowledge** document that ensures that children are taught both the **declarative** (knowing that) and **procedural** (knowing how) skills. Many of the Computing units build on from previous years (the exceptions being Audacity in Year 4 and Spreadsheets in Year 5) which enables the children to recap their prior learning and learn new skills.
- Godalming Junior School prides itself on being a **language rich** school that allows children to develop their understanding of the key vocabulary for each unit. All teachers have access to a **Computing Vocabulary** document and an online computing glossary (via Teach Computing) so that they can see what vocabulary should be taught for each unit and the vocabulary that the children have previously been exposed to.
- **Digital literacy** (including **E-Safety**) is an important part of our Computing curriculum due to the constant evolvement of technology. Our digital literacy curriculum has been developed based on research around the average child's exposure to technology for their age and current themes around technology in the wider world.
- Our computing curriculum helps develop children's awareness of the school **values** in a variety of ways. Children are taught to be creative, independent, resilient learners who show perseverance when faced with a challenge.

*How we **implement** the curriculum at GJS*

- Computing is taught in every year group across the school.
- Teachers use the **Progression of Skills and Knowledge document** when planning lessons. This allows teachers to focus on the skills and process to be taught rather than the final product that they wish for the child to produce. The computing lead regularly has informal conversations about the Computing curriculum based on lessons they have taught and to help upskill staff.
- In all units, the children carry out an **assessed task** which allows teachers to check children's understanding of the different skills. As a school, we have developed ways to best assess children's understanding of the skills and process rather than the final product they have produced. **Feedback** is given through verbal conversations and creation of scenarios that allow children to show their understanding e.g. debugging a programme or adapting a taught concept.
- We have introduced **unplugged** activities within our curriculum. Unplugged activities expose children to the idea of computer science without using technology and are especially useful in helping children understand how their programme works.
- **Digital Literacy** including **E-Safety** is taught as a stand-alone unit at the start of every year as well as through circle times and lessons starters throughout the year. The E-Safety lead also holds assemblies once a term about being safe when using technology to ensure it is always at the forefront of the children's minds when using technology. Each class has created and signed an E-Safety charter which are displayed in the classroom and reminded about in computing lessons.
- We also take part in Safer Internet Day each year using the international theme to help raise awareness of how technology is used and continually changing in the wider world.
- E-Safety is a standing item during our season of **Curriculum Evenings** at the beginning of each for each year group where all parents are invited to find out more about their child's year to come.

*The **impact** of our Computing curriculum at GJS*

- At the end of the last academic year, **91% of pupils were working at or above expected level** of computing with **7% working at Greater Depth level.**
- In the most recent assessment data (Spring 2024), **90% of pupils were at or above expected level** for Computing, **with 15% working at Greater Depth level.**
- Through monitoring of planning, informal lesson drop-ins and conversations with staff, the **reputation of Computing has improved since COVID with staff feeling more positive and confident when teaching**. Teachers use effective modelling of tasks to help children understand the process as well as the final outcome. Children have lots of hands-on time during lessons which ensures they have sufficient time to build on their computing skills.
- **At the start of each unit, AfL is used to identify gaps and misconceptions**. This helps teachers to pitch their lessons to their current class more accurately. This has had a positive impact on Computing as it ensures that those who need it are given the correct support, and those who need extending can be in a suitable way. This is evident from the current data where more children are working at the Greater Depth standard.

Action Plan Review 2023-24			
Intent	**Implementation**	**Costs**	**Actual Impact**
To develop the assessment of computing across the school.	Attendance on Assessing in Computing course to help SD further understand how to effectively assess computing in KS2 especially when children share devices. Staff meeting during Autumn term to up-level staff understanding of declarative and procedural strands of computing and to give suggestions on the best ways to assess in Computing. AfL used at the start of all units to help ensure that gaps and misconceptions are filled and to help identify progress. Attendance at GLP Computing group INSET days including training from Winchester University.		**While teachers are beginning to be more confident in assessing computing, this will continue to be a target next year.**
To ensure technology provision is suitable for the needs of the school and curriculum	Laptop trolley has been fixed by JSPC to ensure we have as many working laptops as possible for lessons. Discussions with JSPC around laptop memory being filled and procedures put in place to help fix this. Procurement of Microbits from BBC to offer further opportunities for children to develop computer science skills.		**While technology will continue to impact the computing curriculum, steps put in place this year will hopefully minimise disruption.**
To develop unplugged activities that can be used across the computing curriculum	Staff meeting during Autumn term to introduce idea of unplugged activities throughout the school. Discussions with Years 3 and 4 to suggest unplugged activities especially during probots unit where devices are limited. Full implantation of 'Understanding Networks' where the majority of tasks are unplugged.		**Children are able to be more hands on with their computing and also have a greater understanding of how systems work through trialling and predicting offline before transferring skills to the computer**
Action Plan for 2024-25			
Intent	**Implementation**	**Costs**	**Projected Impact**
To ensure the E-Safety curriculum meets the needs of the current national and global picture.	Introduction of E-Safety starters in all Computing lessons. Review of current E-Safety curriculum using UK Council for Internet Safety's (UKCIS) Project Evolve as recommended by Winchester University and the National Centre for Computing Education. SD to research into AI and the impact this may have on technology in the future. Discussion with Giles Bennett (Governor) who specialises in this field.		***Children will be better equipped to deal with online issues and will have a better understanding of how to stay safe online. They will also be exposed to different scenarios that they may encounter to help them be prepared if they arise in their own lives.*** ***Staff will have a better understanding o the impact AI can have on education (positive and negative) and the impact it may have on the children.***
To develop the assessment of computing across the school.	Further support offered to staff around assessment of computing. Monitoring of Assessed tasks identified in lessons with support and suggestions given as needed. Pupil voice to be carried out to assess children's Understanding as well as knowledge (why rather than how)		***Staff will continue to feel confident in assessing computing across the school and to identify progress and misconceptions during units.***