Godalming Junior School

Subject: Computing	Report prepared by: Samantha Cronje

*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 follow 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 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 delivered in every year group across the school all year round.
- Teachers use the **Progression of Skills and Knowledge document** when planning lessons. This allows teachers to focus on the skills and processes 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 with staff to help upskill and support 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 programmes work.
- **Digital Literacy** including **E-Safety** is now taught as a starter for each lesson. This has changed to ensure that it continues to be at the fore-front of all technology use rather than just as separate Computing unit. 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. The children take part in a whole school assembly led by the computing lead.
- 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 and the measures in place at GJS to keep children safe online.
- Twice yearly 'data drops' across ALL foundation subjects allows tracking by the subject lead to suggest or implement change in the curriculum content, expectations within units or to planned tasks to ensure content is accurately pitched.

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

- Through monitoring of planning, informal lesson drop-ins and conversations with staff, the **reputation of Computing continues to improve 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.
- **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. Further support is needed in extending potential greater depth students within lessons and assessed tasks.

Review 2024-25			
Intent	**Implementation**	**Costs**	**Actual 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.	Time	***Through evidence gathered, it is clear that the children are e-safety conscious and e-safety starters and assembly are helping with this.*** ***Teachers are beginning to experiment with using AI in schools but this needs further development as it becomes more prevalent in the wider world.***
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)	Time	***The computing lead led a staff meeting during the summer term of 2024 to advise staff about how to assess in computing. Further support is needed in some year groups/ classes to ensure clear progression between expected and greater depth learners.***
Action Plan for 2024-25			
Intent	**Implementation**	**Costs**	**Projected Impact**
To begin to implement the use of AI within both the computing and wider curriculum.	Computing lead to research uses of AI within education with a particular focus on school based AI e.g. TeachMate or diffit. Research around dangers of AI in education and the wider world. Teachers to begin to experiment with using AI to aid with curriculum delivery.	Time Investigate potential costs	***AI to begin to inform and assist curriculum content as well as educator workload.***
To continue the development of assessment within computing.	Computing lead to continue support around assessment of computing. Clarity of what a greater depth computing student looks like in each year group. Continued monitoring of assessed tasks and how potential greater depth students could be stretched.	Time	***Assessed tasks in computing across the school are more aligned to key skills and knowledge and staff subject knowledge improved***