



Corsham Regis  
Primary Academy

SUBJECT LEADER IMPACT REPORT  
*COMPUTING*

Together **Everyone Achieves More**

# INTENT



Our Curriculum intent at Corsham Regis is embedded in the computing skills we teach our pupils and the ways in which we use technology to support their learning in other subject areas.

## **How to communicate using appropriate vocabulary**

Computers are now part of everyday life. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

Talk, through discussion, forms the basis for much learning at school and computing is no different. During every lesson, children are given the opportunity to talk about what they are doing, and the skills and knowledge they are learning. They are introduced to the technical vocabulary of computing hardware and software, and the internet world, including reference to the latest slang used in social communications.

## **About Corsham and the local area**

During our local area studies, children make use of computing to research information about Corsham and the surrounding area. They are able to communicate their learning digitally using different media. Google Earth allows them to gain a visual understanding into the physical variation between town, county, country and the world. Online tours give them the opportunity to explore local places such as the Roman Baths and look at historical evidence, while present online maps allow them to compare the local environment now and in the past.

## **Through experience inside and beyond the classroom**

Virtual technology allows children to see, explore and even "visit" places outside the classroom that the children would not otherwise see. During our geography topics, children have used Google Earth to see the physical and human landscapes of other countries, towns and cities. They can research places which they could not possibly travel to and experience the sights, sounds and atmosphere of places in the present and even in the past. This helps to bring our topics alive and helps to give them an experiential learning which would not be possible without the use of modern technology.

## **New knowledge and understanding appropriate to their age**

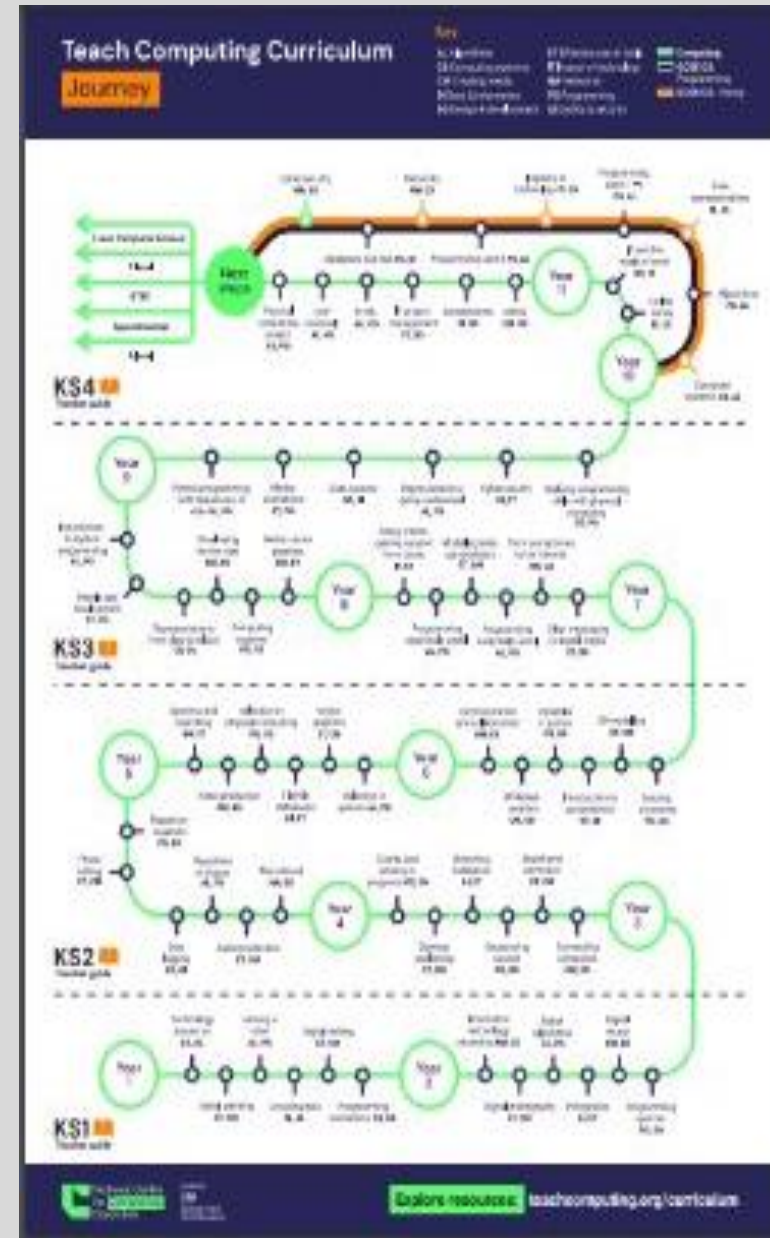
Teachers follow the National Curriculum for Computing and the Early Learning Goals for Early Years Foundation Stage. Chris Quigley's Essential Milestones are taught progressively through each year group using a range of communication, coding, data collection and presentation software and hardware. This ensures children add to, and build on, their learning and skills year on year.

## **How to keep themselves safe**

Teaching children about E-safety / Online Safety is an important part of primary education and a compulsory objective in the National Curriculum. Children are taught how to keep digitally safe, what to do if they suspect something is not safe or not what it seems, and the importance of not sharing personal information. They learn how to be digitally responsible citizens and are taught about the dangers of online bullying as well as the importance of posting things online in a sensitive and respectful manner. This learning is taught explicitly through discrete "internet safety" lessons in class and incidentally through reference to safe internet use throughout all computing lessons. Termly assemblies on digital safety also ensure that it is at the forefront of children's minds. Corsham Regis also helps to educate the parents & carers about the risks of modern technology and the importance of age appropriate exposure for the children. Communications about how to stay safe are regularly posted online and families are directed to these.

# IMPLEMENTATION

THIS YEAR WE HAVE IMPLEMENTED A NEW SCHEME FOR COMPUTING CALLED "TEACH COMPUTING". THE TEACHERS HAVE FOUND IT A BENEFICIAL AND USEFUL RESOURCE AND IT ENSURES A FULL AND BROAD COVERAGE OF THE WHOLE CURRICULUM IN A PROGRESSIVE WAY,



# IMPLEMENTATION

## Year 3

[1. Computing systems and networks – Connecting computers](#)

[2. Creating media - Stop-frame animation](#)

[3. Programming A - Sequencing sounds](#)


[4. Data and information – Branching databases](#)

[5. Creating media – Desktop publishing](#)

[6. Programming B - Events and actions in programs](#)

THE SCHEME BREAKS THE COMPUTING CURRICULUM DOWN INTO TERMLY TOPICS AND IT ALSO PROVIDES EXCELLENT RESOURCES, SLIDES AND SIGNPOSTS TEACHERS TO THE BEST PROGRAMMES TO USE FOR THE DIFFERENT TOPICS.

# IMPLEMENTATION



**Milestone Subject Assessment Overview 2022-2023**

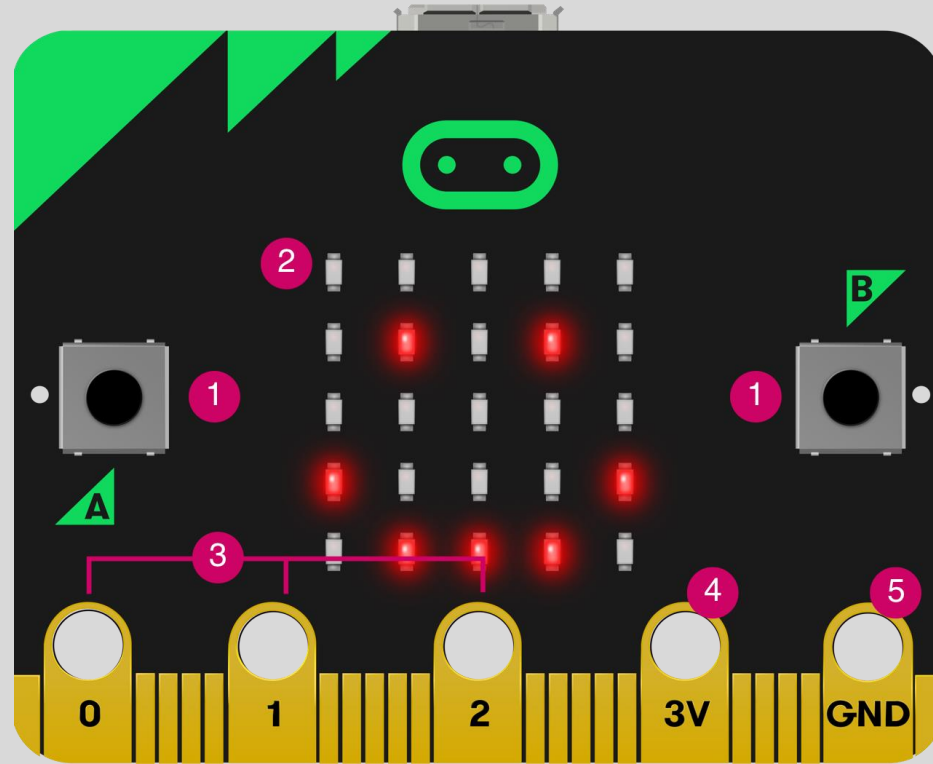
Class: \_\_\_\_\_ Year group: \_\_\_\_\_ Total number: \_\_\_\_\_

PP: \_\_\_\_\_ SEN: \_\_\_\_\_ Bottom 20% readers: \_\_\_\_\_

Subject	Working within Milestone 1		Working within Milestone 2		Working within Milestone 3		Percentage		
	Working below for year group	Working above for year group	Working below for year group	Working above for year group	Working below for year group	Working above for year group	Below	Expected	Above
Science									
History									
Geography									
DT									
Art									
Music									

THE NEWLY CREATED SUBJECT ASSESSMENT GRIDS ENABLES US TO EFFICIENTLY TRACK WHAT WE ARE TEACHING AND MONITOR THOSE THAT ARE EXCEEDING OR NOT MEETING EXPECTATIONS. THIS INFORMS FUTURE PLANNING AND ENSURES FUTURE TEACHERS KNOW EXACTLY WHERE THE CHILDREN ARE WHEN THEY MOVE INTO THEIR CLASS.

## IMPLEMENTATION



30 MICROBITS ARRIVED IN SCHOOL IN JANUARY! I ATTENDED A COURSE SHOWING HOW TO USE THEM AND SINCE THEN I HAVE TAKEN PART IN LESSONS WITH YEAR 6, SHOWING THEM THEIR CAPABILITIES.

## PROVISION

OUR DEDICATED COMPUTING SUITE AND A WEEKLY TIMETABLE ENSURES THAT ALL CLASSES ARE ALLOCATED TWO COMPUTING SLOTS IN THE SUITE EACH WEEK. TEACHERS TEND TO USE ONE FOR TEACHING DEDICATED COMPUTING SKILLS AND THE OTHER FOR CONSOLIDATING LEARNING IN OTHER SUBJECTS USING INTERACTIVE TECHNOLOGY E.G. MATHELETICS, TT ROCKSTARS, USING GOOGLE CHROME TO RESEARCH TOPIC AREAS OR USING POWERPOINT OR WORD TO COMMUNICATE OUR LEARNING.



## PROVISION

Children use a variety of digital technology throughout the school. Much of their work done in the computer suite is saved into their class folder. This evidence, along with what I witness and pupil interviews, allows me to see the work they are doing in computing. Some examples of interactive technology used are -

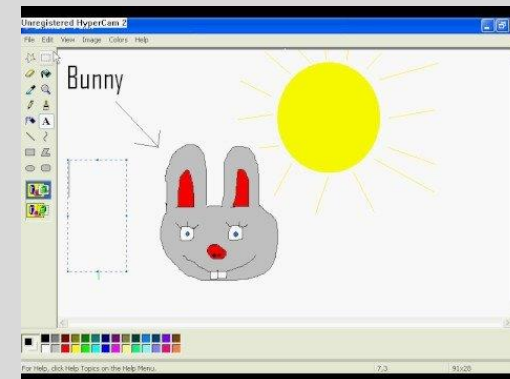
### EYFS and Key Stage 1

Beebots (robotic bees which they programme to move around set routes)

Using cameras and I.Pads

Using chrome books (Year 1 and 2)

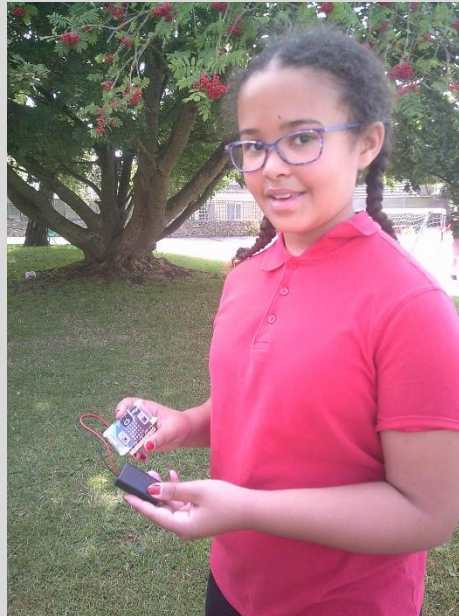
A variety of programmes are used in the computing suite (including, but not limited to, 2 Simple City, Powerpoint, Word, Publisher, 2paint, J2 data, google chrome, matheletics, top marks and cool maths).





## PROVISION

- ▶ Key Stage II
- ▶ Year 6 have used the Mircobits most weeks since their arrival at the start of the year. Our expert computing teacher from The Corsham School has provided them with both engaging and ambitious projects.
- ▶ They have used cameras, I.Pads and other digital equipment to provide sound and picture in our assemblies and shows. Also, Chrome books are regularly used in class.
- ▶ A variety of programmes are used in the computing suite (including, but not limited to, Powerpoint, Word, Publisher, Excel, google chrome, matheletics, top marks, cool maths, TT Rock Stars.



## PROVISION



MR FLETCHER, FROM CORSHAM SCHOOL, HAS WORKED WITH YEAR 6 ALL YEAR. FOLLOWING ON FROM A TERM ON USING EXCEL SPREADSHEETS, HE HAS TAUGHT THEM HOW THE MICROBITS WORK AND THE CHILDREN HAVE BEEN ABLE TO USE THESE PORTABLE MICRO-COMPUTERS BOTH INSIDE AND OUTSIDE THE CLASSROOM. THEY LOVED CREATING PEDOMETERS WHICH RECORDED THEIR STEPS AND CREATING INTERACTIVE ROCK, PAPER SCISSORS GAMES USING THE MOVEMENT SENSORS. THIS IS IN ADDITION TO THE LESSONS THE CHILDREN TOOK PART IN WITH THEIR CLASS TEACHER USING SEARCH ENGINES, CREATING POWERPOINTS AND WORD. WE FEEL THEY ARE VERY WELL EQUIPPED FOR THE MOVE UP TO SECONDARY SCHOOL.

## PROVISION

At least one discrete lesson on Internet Safety is taught by teachers every term, following the Teach Computing scheme and keeping it relevant to their age group.



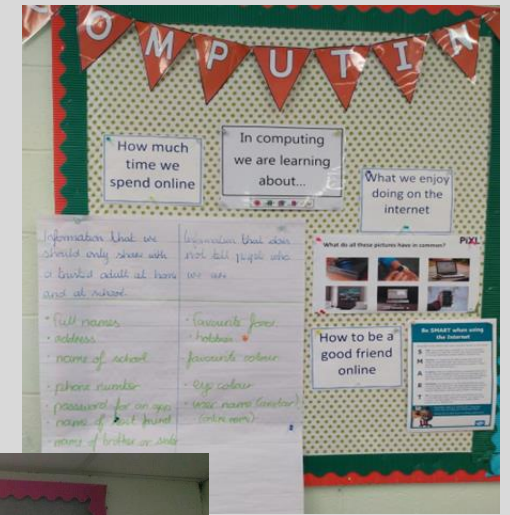
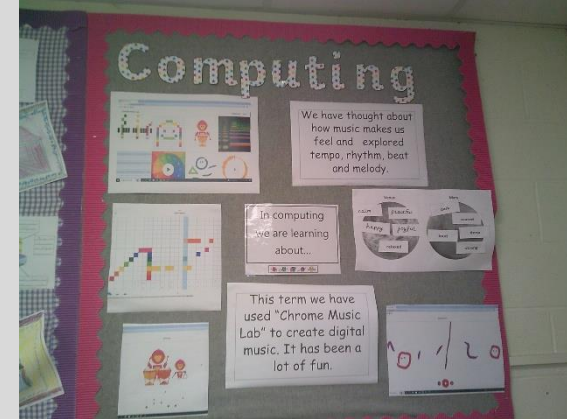
### Internet Safety

Termly assemblies led by myself which recap what the children have learnt and cover any current topics or trends regarding internet safety.

An annual Internet Safety day – concurring with the national event and using their theme and resources – takes place in school. This year it took place on 6<sup>th</sup> February and the theme of “inspiring change” encouraged children to manage, influence and navigate change online in order to create an internet safe environment.

# ▶ EVIDENCE

- ▶ All classrooms have an ICT display which shows the work they are doing that term. This reminds children what they are learning and acts as a monitoring tool for me.

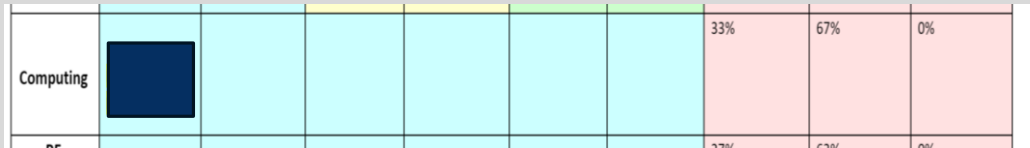


I also interviewed children from each year group twice over the year and monitored what was saved into the class folders on the school drive. This allowed me to investigate what computing work was being done and my observations were fed back to staff with praise for what was working well and suggestions for next steps.

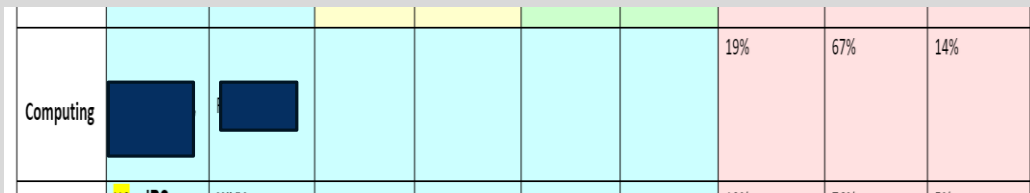
# IMPACT

End of year assessment data shows that there was a percentage of around 25% of children who were below expected level in Key Stage 1 and year 3 but the majority of these are SEN. By the time children reach Upper Key Stage 2, this data has changed and the end of year data for Key Stage 2 showed that no children were working below expected level in computing and 25% were working above expected level- this is a dramatic improvement! From the quality of work I have seen, pupil interviews and the lessons that Mr Fletcher took, this is not surprising to me. The lower levels at Key Stage 1 are reflective of the fact that a lot of children do not have computers at home and if they do, they tend to be used for playing games rather than the learning of computer skills. A future focus on how to bridge the gap for SEN children will need to be considered in future – to ensure they are not falling behind and have an equal opportunity to achieve greater depth by the time they leave Regis.

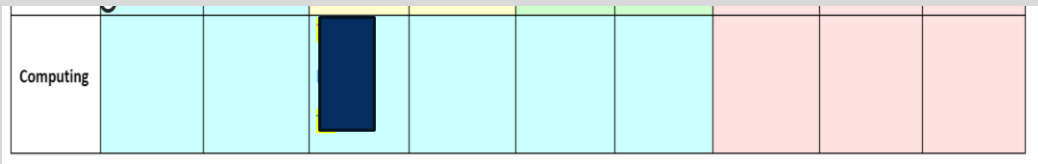
## Year 1



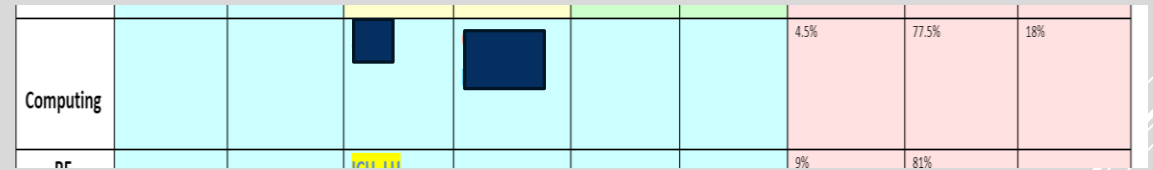
## Year 2



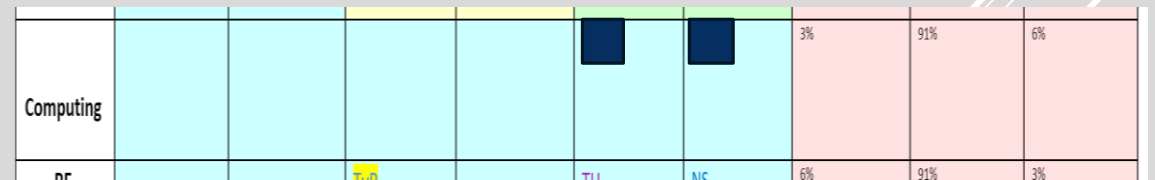
## Year 3



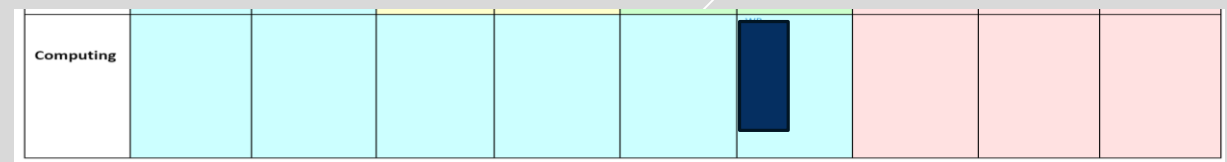
## Year 4



## Year 5



## Year 6





# CHILDREN'S VOICE – KEY STAGE I

Never give out  
personal  
information.  
Enzo

I like drawing  
pictures on the  
computer. It's  
fun because it is  
new. Amaya

Don't talk to  
strangers on the  
computer.  
Harper

Don't let anyone  
know your  
password.  
Daisy

I prefer doing stuff on  
the computer instead  
of in a book. It's fun.  
Olivia



# CHILDREN'S VOICE – KEY STAGE II

I've really enjoyed doing coding using Scratch. It's fun creating animations. K

I think what we have done in computing will help with secondary school. Tyler

Doing stuff on the computer helps with life skills for when you are older.  
Olivia

I liked learning code for the microbits.  
Mya

Mr Fletcher is a really good teacher. I really liked making compasses using the microbits. Reggie



Every day individuals are subject to more and more interactive information than ever before.

We teach computing to help equip students with the skills, confidence and competences to become independent and successful learners and to allow them access to current and future technologies. With the variety of computing resources, the dedicated computing suite and weekly (often twice weekly) lessons, we know we are providing this for our children.

We will continue to reach high with our aspirations in computing. Next year, I intend to find more ways to integrate ways to integrate computing and interactive technology into other subjects in order to showcase children's learning in children's learning in these areas and consolidate what they have learnt. I will also research more resources (to aid more resources (to aid planning, teaching and apps the children can use).

**"I like our computing lessons. You learn new stuff and it's really good really good fun" (Enzo)**

