



Groveside
School

Primary Computing Curriculum Statement



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Groveside's computing curriculum aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to create, manage, organise and collaborate.

Tinkering with software and programs form part of the ethos of the scheme as we want to develop pupils' confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology, Through our curriculum, we intend for pupils not only to 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.

Combined with the Groveside Myself, Relationships and Staying Safe curriculum, our computing scheme of work also satisfies all the objectives of the DFE's "[Education for a Connected World](#)" Framework.

The Computing scheme is designed with three strands which run through:

- Computer science
- Information Technology
- Digital literacy

The scheme is organised into five key areas creating a cyclical route through which pupils can develop their computing knowledge and skills by revisiting and building on previous learning.

- Computer systems and networks
- Programming
- Creating media
- Data handling
- Online Safety

The impact of the Groveside primary computing curriculum is that pupils should end Key Stage 2 equipped with the range of skills they need to enable them to succeed in secondary education and to be active participants in the ever-increasing digital world.

Children will:

- Be able to make informed and appropriate digital choices.
- Understand the importance that computing will have going forward in their working, social and personal futures.
- Understand how to balance time spend on technology and time spend away from it in a healthy and appropriate manner.
- Be able to use technology both individually and as part of a collaborative team.
- Be aware of online safety issues and protocols and be able to deal with any provable 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.

How is reading promoted in Computing?

All teachers are expected to be aware of each child's current reading age, this will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised, so each learner is more able to build upon their technological knowledge.

Measuring impact in Computing

At Groveside School staff use an online platform called SOLAR (Special On Line Academic Records) to record pupil attainment in computing. This system uses the **Groveside Stepping Stones** Assessment Framework.

The **Groveside Stepping Stones** cover a broad range of knowledge and skills from EYFS through to the end of year 6. Tracking progress through SOLAR provides staff with additional guidance on the sequence and progression of knowledge and skills within the computing curriculum ensuring that purposeful learning builds upon prior attainment.

The criteria for each strand increase in difficulty as the pupils move up from GSS1 – GSS7. Pupils will be assessed against the criteria each term. Each set of criteria will have 4 stars.

- *1 Star - Fully Supported*
- *2 Star - Partially Supported*
- *3 Star - Independence*
- *4 Star - Wow (Transferrable Skills / Application)*

Our 4-star system of Fully Supported, Supported, Independence and Wow enables us to ensure mastery and depth at each step. Pupils move up a step once they have achieved 80% of the current stepping stone. This enables pupils to make progress while identifying that some areas may require revisiting at a later stage.