



Roecliffe CE Primary School

Computing Rationale

Intent and Implementation



Computing Intent

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

At Roecliffe CE Primary School we aim to equip our pupils with a broad foundation of knowledge, skills and understanding of Computing in line with the National Curriculum aims.

Pupils in our school will be taught to use technology responsibly and carefully, being mindful of how their behaviour, words and actions can affect others.

Our children will be taught Computing in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of technology in a way that will enhance their learning opportunities, enabling them to use technology across a range of subjects to be creative and solve problems. Technology is used creatively to enhance learning and provides children with opportunities to research, create, communicate and share, programme and investigate.



Computing Implementation

We use the updated plans and resources from the NCCE to facilitate learning.

[NCCE Key Stage 1](#)

[NCCE Key Stage 2](#)

The Computing curriculum at Roecliffe has 3 strands for developing disciplinary skills

- Computer Science
- Digital literacy
- Information Technology

There is a progression of skills overview for each year group within these strands.

Computing lessons are blocked in order to deepen the learning and provide children with opportunities to work on a project over consecutive days.

At Roecliffe CE Primary we use Google Suite for Education and children are able to use this platform to plan, research, organise, produce and share learning and content. Children use micro-bits, Makecode, Scratch and Turtle Academy for developing programming,

At Roecliffe we also recognise that as 'digital natives' pupils should have opportunities to create and use a range of devices and platforms and as such opportunities to create are provided using application such as Book Creator, Canva, Pic collage, Comic Heads, Puppet Pals, Chrome Music Lab, Explain Everything and J2Data.



Computing Implementation

Early Years

Teachers in Early Years share children's learning through the Tapestry platform. It provides a fantastic opportunity to foster home / school links, allowing parents to comment and respond to children's learning and engage in conversations about learning, further developing skills, knowledge and understanding of our pupils.

Computing Implementation

How we make Computing accessible to all children at Roecliffe:

Adapted from National Association for Special Educational Needs (NASEN)

Planning Inclusive Lessons

When planning Computing lessons at Roecliffe, teachers carefully consider the objective, and how information is presented in a way that all learners can access it and enjoy the learning experience. Opportunities for 'talk' with visuals support all learners, and enable everyone to build on and extend vocabulary and thinking. Teaching Assistants roles and responsibilities are shared with them with them prior to the lesson so that they can support those children effectively.

Creating an inclusive environment

Our curriculum creates an inclusive environment by making sure that key concepts and procedures are systematically developed over time. The curriculum plans try to pre-empt misconceptions by making sure content is taught in a logical order. Teachers at Roecliffe carefully consider the class environment so that all learners feel safe and comfortable to learn. Children in all classrooms can access a range of resources to meet any sensory needs. Teachers begin each lesson with a review of the previous learning and a short discussion. Pre - teaching or trigger warnings are provided for children who may be sensitive to any part of an activity or lesson enabling them to participate fully.

Strategies to Scaffold Learning

- Work banks and pictures
- Teaching assistants will collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Learning is made accessible for all learners e.g., if writing is required, a learner with writing difficulties could verbally explain understanding and this can be scribed, notes-taken or a recorded explaining of their answers
- Vocabulary is reviewed with the whole class at the beginning of a lesson
- Computing does not always follow the same lesson format and structure so, when appropriate, we prepare learners in advance by explaining how the lesson will run.