

Brompton and Sawdon Community Primary School:

Computing Curriculum Intent Statement

At Brompton & Sawdon Primary School we recognise that children enter our rural school with a variety of experience of Computing. Some children access a wide range of devices at home and are confident in using these **safely** and for **purpose** before they enter primary school. However, some children attend our school with limited understanding of technology. It is our goal that we fully develop all children's knowledge and skills in Computing, regardless of their background, so that they can safely, confidently and purposefully **Connect, Collect, Communicate** and **Code**.







Underpinning our Computing teaching is **e-safety**. Pupils are taught how to use technology with **Respect**, as well as how they can be proactive in maintaining their own safety online, especially when they are away from school. This allows all of our pupils to the potential to be global citizens where they can safely **connect** and **communicate** with confidence, building on (and extending) our **Family** values. Regular online safety topics, assemblies, information for parents and visitors all help to underpin safe internet use.



We also ensure that children are ready for their next stage in learning by delivering a **broad** and robust **curriculum**, preparing students with the skills and knowledge needed to be successful at secondary school and in future life.

We recognise that technology can allow pupils to share their learning in creative ways, as well as provide a gateway to other learning. It can be a tool to broaden horizons, raise aspirations and explore questions, at the same time developing inquisitiveness and challenge. We encourage staff to try to embed Computing across the curriculum, so that learning is creative and accessible, and so that all children are **'Ready to Fly'**, even given that today's technology will soon be yesterday's.

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our Computing curriculum we also entwine opportunities to develop the following areas of knowledge:

Diversity		<ul style="list-style-type: none"> • Know that computing can not be accessed by everyone 	<ul style="list-style-type: none"> • Recognise that opinions on the internet can differ and that facts need to be checked 	<ul style="list-style-type: none"> • Identify how differing opinions posted on the internet can affect others positively and negatively.
Global awareness		<ul style="list-style-type: none"> • Know that computing can allow us to communicate globally 	<ul style="list-style-type: none"> • Compare the different ways that we can communicate globally 	<ul style="list-style-type: none"> • Suggest how a lack of access to computing might affect societies • Comparing and contrast why some people might not have access to computers / systems.
Rural Aspirations		<ul style="list-style-type: none"> • Recognise where computing is used around us 	<ul style="list-style-type: none"> • Recognise how the expansion of computing has led to new career opportunities 	<ul style="list-style-type: none"> • Recognise that all You-Tuber and influencers aren't successful • Recognise and compare careers (and the skills required to do them) within computing
Inspired by Nature		<p>We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.</p>		

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.