

Computing

Intent

AHMAT aims to develop 'future creative thinkers' through a modern, ambitious, and relevant computer education. We wish to teach students how to think computationally and creatively so that they may become active participants in the digital world in the upcoming years. We believe it is critical that the children understand how to use ever-changing technology to express themselves, as learning tools, and as a means of propelling their generation ahead into the future. Children also have the chance to embed what they have learnt in computing across the wider curriculum. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We also understand and value the accessibility opportunities technology can provide for our pupils. We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW.

Implementation

Our curriculum for Computing covers all aspects of the National Curriculum. Our progression framework sequences computing content (knowledge and skills) and has been organised across the areas of computer science; information technology; digital media and digital literacy. Our topics have been carefully selected to ensure that children are able to develop a range of skills, becoming increasingly proficient as they grow through the school in topics such as programming, data handling, digital media and word processing. E-safety is given high priority and is taught in the autumn term to ensure that children can apply this knowledge across the remainder of the school year.

All KS1 classes have access to iPads and all KS2 classes have access to laptops for computing lessons and throughout the wider curriculum. At AHMAT, our programming is enhanced through physical resources such as floor robots and micro: bits. Despite computing not being part of the revised 2021 framework for the Early Years Foundation Stage, all pupils in EYFS have opportunities to engage with technology through iPads, floor robots, interactive classroom whiteboard and all are taught about e-safety.

Impact

At AHMAT, our pupils showcase, share, celebrate and publish their work and this supports us to show the impact of our curriculum. We also look for evidence through reviewing pupils' knowledge and skills through regular discussions with the pupils. Formative assessment of computing is completed by teachers and learning assistants throughout lessons to assess students' strengths and areas for development against the lesson objectives. At the end of a teaching block, teachers use assessment grids as a summative assessment tool to judge the outcomes of the unit. Summative judgements are entered termly onto Insight by teachers and reviewed by the subject leader and head teacher. As children prepare to move onto their next stage in education, we expect that they should be able to confidently use a range of software, type efficiently, open, save and close work within programmes and most importantly use the internet safely and know what to do should something online make them feel unsafe or uncomfortable.