

<u>Subject Computing and ICT</u>  <u>Subject Lead:</u> Tris Rowles	Subject Intent: Computing and ICT in education improves engagement and knowledge retention: When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. Develop skills which are important for life, as the skills the children leave school with may lead to a career that, as yet, does not exist. Children need to know how to stay safe online as technologies develop. They learn that their digital footprint is free to view for the rest of their lives and so are taught to At St Columb Major Academy, we recognize that skills and learning gained through the teaching of Computing could assist them in everyday life and inspire children to think about their future. We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.			Catch-Up Plans Continue to review and adaption of ICT curriculum to develop inclusion of whole class in lessons. Continuing to build resources of programs as stimulus in subjects across the curriculum. Initiating the use of ICT to support understanding of context in subjects across the curriculum. Further CPD on program use to continue to develop consistent quality first teaching across the school. Access to programs at home, where possible, as a choice to continue things they find interesting whilst reducing fear of time constraints and peer pressure. Use of digital experts to support peers (Oracy) Use of sway to demonstate learning to home.
Teaching Subject specific lessons. ICT integrated into lessons when relevant or would enhance learning. Key vocabulary prioritised. Knowledge organisers in place. Sequences of teaching and learning built for each component (built on prior learning). Assessment through whole class knowledge harvests. Know more , remember more. ICT club – coding club. Chances for ORACY to be integrated into lessons (In planning)	Personalised Learning Quality first teaching. Opportunities created for all to participate in computing. Variety of technologies and teaching methods to support all children. Focus on key specific skills required for certain units of work. Programs set to allow children to thrive and reach their potential and beyond. Use of digital experts to support peers. ORACY through individual questioning.	Resources Audited and reviewed, staff made aware of any new resources (new programs). Microbits for coding Use Project Evolve for termly safety lessons. Computer software (E.G. Purple mash) ICT4 monitoring software reported to DSL/DDSL	Cultural Capital In computing, students develop their cultural capital through spiritual, moral, social and cultural development. . Spiritual: students develop their spirituality through exploring creativity and imagination. Moral: students develop morally through the encouragement of good etiquette. Social: students are encouraged to assist one another in problem solving. Cultural: Encourage the sensible use of digital technology.	Assessment Marking of learning in the moment. Formative assessment reviewed by CT with exit point planned in and by ICT lead through monitoring. (Misconceptions lesson planned for). Class discussions at start and end of unit. Knowing more, remembering more. Use of Oracy led learning, to encourage self-led learning and evaluation where relevant.
Inclusion - SEND Quality First Teaching Planned additional support from adults (and as required) IEP Targets Adapted software if needed. SEND document – support pupils to access ICT	Curriculum Scope and Progression Stretching beyond the requirement of the NC through: Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Wider curriculum links. Opportunities to support/scaffold with planned additional support. Ensure mixed year groups accounted for.	Digital experts Breadth of learning planned encompassing both disciplinary and substantive knowledge. Planned opportunities for cross-curricular links as appropriate. Purpose for making/designing. Safer internet day (10th Feb 26) Tier 3 vocabulary. Teaching skills learnt to peers through Oracy.	Monitoring SKOs against curriculum and LT topic plans. Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets Checking of Purple Mash by ICT lead.	Outcomes All children are accessing ICT. ICT is a subject children enjoy. Progressive language used throughout the school. Clubs showcasing talent/skills/knowledge and understanding.
Disadvantaged Pupils Quality First Teaching Planned additional support from adults (and as required) Targets for pupils completed termly. Adapted software if needed. Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required	Transition Information and data sharing with class teachers. Links with secondary school to share information. Links with secondary school to offer transition days for ICT.	CPD ICT Leader – meetings with Kernow Learning ICT leads Staff training –By Lead when appropriate. Strengthen ICT curriculum. Provided by ICT association/purple Mash/Project Evolve/microbit.org.	Strengths Staff understanding of the subject has improved. Progression of learning throughout school updated and being followed. ICT clubs Logins for all children kept on file and distributed. SWGfL 360Safe shows strengths of ICT for all stakeholders.	Next Steps Monitor planning and lessons to secure the curriculum. Provide further CPD having identified any gaps/misconceptions in planning to staff sharing ideas and good practice. Update technology when needed. Keep updating SWGfL 360Safe. Budget planning to purchase further ICT equipment.

--	--	--	--	--