Subject Self Evaluation Form

Subject: Computing

School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster. The proportion of pupils eligible for a free school meal is slightly below average although many families are on low incomes and need support through regular food banks and uniform referrals. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits. We have identified that 20% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance. A significant minority of our families live in the flats surrounding schools in overcrowded, damp accommodation without access to a garden.

Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last five years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt ‘The Wild Way home’ was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity. Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject’s strengths and areas for development well.

The school currently holds:
The Healthy Schools' Enhanced Award
Sports Mark – Platinum Award
Music Mark
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

Baseline
Technology 94% EXS+ 28% GDS **Listening** 72% EXS+ Listening 29% GDS **Speaking** 67% EXS+ Speaking 17% GDS **Understanding** 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.

Intent

To equip pupils with the foundational skills, knowledge and understanding of computing that they will need for the rest of their lives and to be able to participate effectively in a rapidly developing digital world.

The computing aspect of our INSPIRE curriculum equips pupils to use computational thinking and creativity to understand and change the world. Our computing curriculum has deep links with mathematics, science and design and technology and provides insights into both natural and artificial systems. It aims to equip our pupils with the foundational skills, knowledge and understanding of computing that they will need for the rest of their lives and to be able to participate effectively in a rapidly developing digital world. More specifically, our computing curriculum aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science including abstraction, logic, algorithms and data representation; analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems; evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.

To develop a love of computing by ensuring our curriculum enables children to develop a wide range of skills and knowledge through the provision of a wide range of high quality software (including internet services) and digital hardware.

We aim for our pupils to develop a love of computing by ensuring our curriculum enables children to develop a wide range of skills and knowledge through the provision of a wide range of high quality software (including internet services) and digital hardware.

To ensure that our children can understand and apply key aspects of online safety.

Our computing curriculum is designed with the national curriculum as a starting point but in addition it aims to ensure that our children can understand and apply key aspects of online safety.

Implementation

Computing long term plan

- Each year group will experience the areas of computing identified in the school's long term plan to ensure coverage of statutory knowledge and skills. These areas include computing systems and networks; digital literacy (comprised of 'core skills', multimedia and online safety) and programming.
- To equip children with the knowledge and skills related to online safety this strand has been divided into eight areas in line with the 2020 Education for a Connected World framework – self-image and identity; online relationships; online reputation; online bullying; managing online information; health, well-being and lifestyle and privacy and security.
- The school's computing progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Cross-curricular learning and real-world contexts.

- Where possible, a cross-curricular opportunity will be taken to the teaching of computing. Computing knowledge and skills related to using search engines, websites and core digital literacy skills such as typing are often applied within other subjects for researching digital content (e.g. images or text) and using this to inform their learning.
- Cross-curricular links in the infant school include digital painting (art EYFS and Y1), digital photography (art Y2), digital sounds/music (music EYFS and Y2), pictograms (maths Y1), digital writing (English Y2).
- Cross-curricular links in the junior school include flat-file databases (maths Y4), image editing (art Y4), spreadsheets (maths Y5), webpage (English and science Y6), programmable buggies (DT Y6), vector drawings (art Y5), computing systems – collaborative project on space (science Y5).

A whole school commitment to Computing

- We have enhanced and widened the hardware that we have available to support teaching and learning. In the last five years we have established a computing suite, two laptop trollies, three class sets of i-pad trollies, new interactive boards, floor robots, a class set of Crumbles and a set of iPads for EYFS. The subject leader has worked closely with the IT manager and technicians to address and reduce technical issues over the last five years. The computing suite has moved into a much larger space with more room for pupils for the start of 2023-24.
- We received training from the local computing hub in 2022 to support the development of teacher subject knowledge around programming in order to further develop units of work.
- We received training on Crumbles in Spring 2022 from the local computing hub to develop our units of work around programming in Y4, 5 and 6 to provide more practical opportunities in Computing. Units of planning were developed in 2022-23.
- The 2 Johns' from EST E-Safety run workshops for children annually, deliver training to staff and workshops for parents, highlighting and raising awareness of the most current online dangers. The latest visit was in Summer 2023. This supports teachers to further understand children's ever-changing knowledge in terms of current online technology and content, its influence on their behavior and development and the skills they will need to be able to navigate it.
- A budget is allocated to computing every year with a dedicated team from SAT (Saffron Academy Trust), which includes a technician and network manager to ensure effective computing delivery is a priority.

Extra-Curricular activities

- In KS2 we run a coding club for Y3 and Y4 using the BBC Microbit devices and software.
- Online safety workshops (every two years) run by the 2Johns from EST Online safety.

Challenge and support for all learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Impact

Computing July 2024	Y1	Y2	Y3	Y4	Y5	Y6	KS1 average	KS2 average
Total	60	60	61	59	60	78	120	258
Foundation%								
Working Towards%	7	8	8	8	3	1	8	5
Expected + %	93	92	92	92	97	99	93	95
Higher Standard%	13	17	33	32	33	24	15	31

Disadvantaged								
Total	4	8	9	8	6	5	12	28
Foundation%								
Working Towards%		38	44	13	17	20	19	23
Expected + %	100	63	56	88	83	80	81	77
Higher Standard%		13	11			20	6	8

Not Disadvantaged								
Total	56	52	52	51	54	71	108	228
Foundation%								
Working Towards%	7	4	2	8	2		5	3
Expected + %	93	96	98	92	98	100	95	97
Higher Standard%	14	17	37	37	37	25	16	34

SEN								
Total	6	4	7	10	8	6	10	31
Foundation%								
Working Towards%	17	50	43	20	13		33	19
Expected + %	83	50	57	80	88	100	67	81
Higher Standard%								

Not SEN

Total	54	56	54	49	52	70	110	225
Foundation%								
Working Towards%	6	5	4	6	2	1	5	3
Expected + %	94	95	96	94	98	99	95	97
Higher Standard%	15	18	37	39	38	27	16	35

EAL

Total	13	11	11	8	10	13	24	42
Foundation%								
Working Towards%	8	9	9				8	2
Expected + %	92	91	91	##	100	100	92	98
Higher Standard%	8	27	55	38	20	31	17	36

Not EAL

Total	47	49	50	51	50	63	96	214
Foundation%								
Working Towards%	6	8	8	10	4	2	7	6
Expected + %	94	92	92	90	96	98	93	94
Higher Standard%	15	14	28	31	36	24	15	30

Boys

Total	32	32	32	19	29	39	64	119
Foundation%								
Working Towards%	6	6	3		3		6	2
Expected + %	94	94	97	##	97	100	94	98
Higher Standard%	13	22	41	42	38	38	17	40

Girls

Total	28	28	29	40	31	37	56	137
Foundation%								
Working Towards%	7	11	14	13	3	3	9	8
Expected + %	93	89	86	88	97	97	91	92
Higher Standard%	14	11	24	28	29	11	13	23

Headlines

- There is a consistent percentage of children achieving the expected standard (90%+) in each year groups. Children attaining the expected standard at the end of KS1 and KS2 is well above average in computing (KS1 – 93% and KS2 – 95%). These results have been consistent over the last three years. They also show that the % of children achieving expected increases from the end of KS1 to the end of KS2.
- The percentage of children achieving the higher standard is typically lower in KS1 (15% average) than KS2 (31%). The data shows that as children move through the school the percentage of children achieving a higher standard typically increases as their skills and knowledge develop. The % of children achieving the higher standard in KS1 has increased in the last three years.
- Pupil questionnaires and pupil interviews suggest computing is one of the most popular subjects and children enjoy programming and the opportunities to be creative.

- Learning observations and book scrutiny show an excellent level of attainment and progress in computing learning.

Disadvantaged

- Disadvantaged children are less successful at computing than non-disadvantaged pupils. In KS1 81% of disadvantaged children are expected on average compared to 95% of non-disadvantaged pupils (a gap of 14%). In KS2 77% of disadvantaged children are expected compared to 97% of non-disadvantaged pupils (a gap of 20%). The gap is more significant in Y2 (now Y3) and Y3 (now Y4).

SEND

- Although attainment for SEND is not as high as non-SEND pupils, a significant number of SEND pupils are working at expected or above in KS1 (67%) and KS2 (81%). All 6 SEN pupils in Y6 reached the expected standard. This is a typical pattern and shows that computing is a subject many of our SEN pupils perform well in, in KS2.

EAL

- EAL children are as successful at computing as non-EAL pupils in all year groups both for attaining expected and the higher standard (KS1 – 92% expected EAL vs 93% expected non-EAL and 17% higher standard EAL vs 15% higher standard non-EAL; KS2 – 98% expected or above EAL vs 94% expected or above non-EAL). This has been a consistent pattern over the last three years.

Girls and Boys

- The percentage of boys and girls working at expected is slightly higher for boys than girls in all year groups with 94% of boys at expected compared to 91% in KS1 and 98% of boys at expected compared to 92% of girls in KS2. This gap is more evident in Y3 (now Y4).
- The percentage of boys working at expected or above is higher than for boys in most year groups (more so in Y3 – now Y4 and Y5 – now Y6). In KS1 boys performed slightly better than girls for expected or above (17% boys; 13% girls) but in KS2 boys performed significantly better than girls for expected or above (40% boys; 23% girls).

Significant developments in the subject

- From January 2023, we have been sending out monthly online newsletters and adding them to our website. They provide parents with current online safety information and guidance. The subject leader is also deputy designated safeguarding lead and leads on behaviour, supporting parents and children on an individual basis when there are online safety incidents both in and out of school.
- We have updated the online safety section of our website. Signposts to particular websites have been improved and information on the 4Cs has been added (content, contact, conduct and commerce).
- Our online safety policy has been significantly updated, ensuring that it is in line with Keep Children Safe In Education (September 2022), 'Teaching Online Safety in School guidance' (January 2023) and 'Behaviour in Schools advice' (September 2022)
- A new progressive Online Safety scheme of work was developed and implemented in 2019 and developed further in 2020, utilising content from Education For A Connected World to improve the depth and breadth of planning and teaching of Online Safety, resulting in clearer progression of knowledge and skills each year against eight categories of online safety and content that is relevant to children's needs today.
- Yearly/two yearly online safety workshops with the 2Johns for parents, teachers and children in Y1-6.
- Following actions points from our safeguarding audit and book monitoring, the computing subject leader worked with teachers individually in Autumn 2023 to support them to develop their planning using materials from Project Evolve (a site which supports planning and activities link to the Education for a Connected World Framework) and to develop consistency in messages

delivered to children to increase teachers' credibility about their knowledge and understanding of children's online activities from the children's point of view.

- The current computing progression was developed by the Computing Subject Leader (Autumn 2020 launch) and further embedded in 2021/22 following lockdowns. It provides greater clarity on the explicit skills that need teaching and utilises quality software and hardware, including ipads and Crumbles.
- Engagement with the local computing hub. All teaching staff have participated in a Programming and Algorithms course and Crumbles training (now successfully being used to build physical computing into Y5 and Y6) – 2021/22.
- Significant investment in hardware over the last five years (see above).
- Training and materials have been delivered to teachers signposting them to high quality resources and planning, largely drawing upon the new DfE funded resources available on teachcomputing.org (The National Centre for Computing Education). The Subject Leader has ensured that all software and hardware (e.g. new floor robots, Scratch 3, Crumbles, various apps) are available to deliver the units and is supporting staff to plan and deliver the units.
- Computing vocabulary progression developed (Summer 2021) establishing specific Tier 3 vocabulary to be taught in each year group.
- Floor books are being successfully used in EYFS and Y1 to capture evidence of computing.
- Early years milestones incorporated into subject progression document.
- There has been significant and ongoing improvement in learning being evidenced in pupil books over the last three years.
- 'Progression in programming' document created in September 2023, demonstrating how books and photographed activities demonstrate progression in this area.
- Our Computing Spotlight took place in October 2023 with Kerrie McGivern (DSI) and computing subject leaders from RAB and Becker's Green. The process included an opportunity to present the intent of the curriculum, sharing details around key areas of focus (including online safety), opportunities for CPD, developments and strengths. A book scrutiny, lesson observation in Y1 and Y3, subject leader interview and pupil interview were carried out as part of the process. The report was very positive and strengths and actions have been identified.
- One of the action points from the spotlight was to share extensive knowledge and expertise with other leaders across the trust. In June 2024 the subject leader worked with the headteacher at HRS Primary on developing their infrastructure and curriculum and sharing experiences and expertise.
- Produced assessment exemplification materials (January 2024). These documents include images of children's work and assessment comments related to the focus of this work for children working towards the expected standard, at the expected standard and working at a higher standard from Early Years through to Year 6.
- 'Filtering and monitoring standards' published by the DfE were introduced in 2023 and featured heavily in the changes to Keeping Children Safe in Education (September 2023). The subject leader (also working in the capacity as deputy designated safeguarding lead) has been working with RAB and the IT manager to ensure that steps are being taken to fully meet all of the filtering and monitoring standards. In October 2023, Rob Aiken attended a 'filtering and monitoring' review with staff at RAB and Ben Johson (SAT ICT Hub Network Manager). A further review was carried out at Katherine Semar in November 2023, where filtering systems were checked on staff and pupil devices and updates provided and another in May 2024 with the governor responsible for filtering and monitoring. Improvements to the MATs filtering system have been made as a result of our testing.
- A system for monitoring activity in the PCs in the suite was introduced in June. This highlights and pinpoints if a particular user has keyed in an inappropriate term, attempted to search for inappropriate content or tried to visit an inappropriate website. An improved system for monitoring ipads was launched in September 2024.
- Ten new interactive SMARTBoards replaced older models throughout the infant classes and four of the Junior classes (Spring 2024). The older interactive boards have been re-used in other areas of the school including the Art/DT room, meetings rooms and Y3 and 4 intervention spaces.

- We applied for and received a class set of programmable devices (BBC Microbits). The subject leader will plan and deliver a lunchtime club for Year 3 and 4 children in the Summer term 2024.

Strengths

- Significant investment in hardware to support delivery of the curriculum over the last five years. This has significantly improved reliability issues that had previously affected teaching and learning and enables teachers to deliver a varied and engaging computing curriculum,
    - Computing suite installed in Spring 2021 (32 desktops) and moved to a larger class space in Summer 2023
    - 3 sets of class ipads (96 ipads) and set of 7 EYFS ipads
    - 7 additional ipads allocated 1:1 to SEN and EAL pupils
    - 6 new floor robots
    - 32 Crumbles and accessories
    - 32 laptops
- The 'online safety' element of the computing progressions covers a wide range of knowledge and skills, is relevant to children's needs today and has clear progression drawing upon the Education for a Connected World Framework.
- Clear, evidenced progression in programming (see progression document created in September 2023).
- As a MAT we employ our own trust network manager and technician. Computing subject leader liaises effectively with IT manager and technician from SWCHS to ensure best possible support onsite and offsite and to work on larger projects (e.g. installation of suite, setting up ipads, wifi upgrade). The level of support we now receive has significantly improved this year.
- Training and materials have been delivered to teachers signposting them to high quality resources and planning, largely drawing upon the new DfE funded resources available on teachcomputing.org (The National Centre for Computing Education). The Subject Leader has ensured that all software and hardware are available to deliver the units and has supported staff to plan and deliver improved units of work this year.
- Computing subject leader is working with the Computing Hub, headed up by the local feeder secondary school and we draw upon the expertise of computing specialists, including training and support with developing planning.
- Pupil perception surveys show that computing is consistently a popular subject amongst pupils scoring 81, 82, 83 and 83 out of 100 for enjoyment over the last four years – It is one of the most enjoyed subjects. Children have particularly commented on enjoying producing digital images, coding and creating websites in Y6. A number of children comment on how they enjoy being creative both in digital literacy and coding.
- The use of floor books in Year 1 over the last two years is highly effective in demonstrating evidence of learning and to support learning in Computing.
- Strong cross-curricular links.
- EAL pupils are attaining as well as non-EAL pupils in computing.

Areas for development

- To continue to liaise with and manage the IT support team to address issues thoroughly and in a timely fashion and to ensure that hardware and software consistently works effectively. This has significantly improved in the last two years.
- To develop consistency and a clear strategy for pupils to save their work in order to evidence and reflect back on learning, particularly in programming on Scratch in Y3-6.
- To continue to develop teacher expertise in computing through training, courses and other opportunities provided by the Computing Hub.
- To embed the computing vocabulary progression and to support teaching staff by producing a guide with definitions.
- To work with the SAT IT manager and other schools in the trust to develop our systems for filtering and monitoring.
- To develop further enrichment opportunities in Computing (use the hub to support).
- To develop consistency in messages delivered to children to increase teachers' credibility about their knowledge and understanding of children's online activities from the children's point of view.
- To explore, understand and act upon the variability across year groups in the percentage of children achieving the higher standard.

Monitoring and evaluation systems

At Katherine Semar we believe that the most effective way to monitor the impact of our Computing policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in Computing:

- **Lesson Observations and Learning Walks**
  - Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **Internal Assessments**

  In line with the school's assessment policy, each year group undertakes a range of internal and external assessments as appropriate to their age and stage of development. Data from these assessments is used to inform planning, teaching, interventions, and adult support to ensure all children are making maximum progress.
- **MAPP (Mapping attainment and progress for pupils)**

  We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.
- **Work Scrutinies**
  - Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.
- **Pupil Conferences**
  - Every child from Year Three to Six has an individual pupil conference each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.
- **Governor Visits**
  - As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
  - Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.
- **Pupil interviews**
  - Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of Computing at our school and their feedback actively informs subject development through our curriculum action plan.
- **Planning Scrutiny**
  - Planning scrutinies are carried out by subject coordinators and Senior Leadership Team.

SMSC

Spiritual

- Wondering at the speed and complexity of developments in computing.
- Enjoying the quality of work that they can produce.
- Being challenged by the changing demands of new technology.
- Exercising creativity in response to information gathering, data handling, simulations, and presentations.
- For many pupils computing has the capacity to capture imagination.

Moral

- Considering the consequence of misuse.
- Evaluate the uses of computer for both good and evil e.g. violent games, pornography, chat rooms, attitudes to the environment.
- Looking at issues around freedom and privacy.

Cultural

- Learning to express themselves clearly and communicate effectively.
- Working co-operatively e.g. working on a shared document.
- Considering the impact, good and bad, of computing on society.
- Examining gender bias in computing materials and attitudes.
- Reflect on the way using a computer can either isolate people from one another or bring people together e.g. Internet.
- Using data handling skills to promote understanding of social issues.

Social

- Finding out about the world from information resources e.g. websites, blogs.
- Communicating with each other using online technology or collaborating on a project (e.g. a shared document).
- Discussing how information arises out of a cultural context e.g. how the presentation of a site on the World Wide Web reflects the culture of its creators.

Training

Please see Training Folder.

Enrichment

- Specific apps (e.g. Google Earth, TT Rockstars) are used to on ipads support learning in other subjects as well as computing. They are also used for research and to take photos and videos to provide feedback (e.g. recording and reviewing dance in PE).
- Y6 take part in a workshop in Duxford where they produce and record a World War II news report – related to the exhibits - on ipods.
- Y6 experience going on and controlling a VR WWI flight simulator as part of a WW1 experience day (second year).
- Crumbles have been purchased to build physical computing opportunities into Science and DT in Y4, 5 and 6.
- Y3-4 Microbit coding club.
- The 2Johns from EST E-Safety run online safety workshops for pupils, parents and teachers every one to two years (the most recent being June 2023).