



Markland Hill Primary School – Computing Intent, Implementation and Impact Statement

	INTENT	IMPLEMENTATION	IMPACT
COMPUTING	At Markland Hill, we teach our children to become independent users of computing technologies, gaining confidence, enjoyment and inspiration from their activities whilst enabling them to practice and improve the skills they learn. <i>“Computational thinking is an important life skill, which all pupils now need to develop. It is central to both living in and understanding our digitally enriched world. It is a cognitive process involving logical reasoning by which problems are solved across the whole curriculum and through life in general.”</i> <i>(Computing at School, 2015)</i> We continually strive to deliver a high-quality computing curriculum which allows our pupils to recognise the significance of digital technology in their everyday lives. We explicitly teach pupils the skills and knowledge they need to become creative, digitally literate, computational thinkers. We encourage curiosity about digital technology and encourage our pupils to ask questions about the digital systems around them. We explore how technology is used in the real world and how to use it in a safe and responsible way. We aim to ensure all children are exposed to high quality	Implementation: At Markland Hill Primary School we use the Teach Computing scheme as a basis for computing planning. The National Centre for Computing Education scheme has been developed by a team of leading computing experts and then refined by our Computing Subject Leader to ensure that over the two-year rolling programme end points are attainable. The programme ensures the full coverage of the National Curriculum following the identified programmes of study. In EYFS (following the removal of the Technology' strand from 'Understanding the World') Computing is centred around play-based, unplugged (no computer) and plugged activities that focus on building children's listening skills, curiosity and creativity and problem solving. We also begin to introduce early concepts of being safe online through the use of story. Our curriculum for years 1-6 is centred upon the core of computer science and how information technology and digital literacy are built on this knowledge and understanding; this requires deep thinking, exploration, discussion, investigating and researching. The clear progression ensures that children are continually building on their prior learning as they systematically develop their understanding of key ideas and their computing skills. Our pupils draw conclusions	The engaging and high-quality Computing education at Markland Hill allows pupils to understand the world around them and encourages them to explore digital technology further as they leave primary school. The impact of learning is measured against the key objectives and concepts within a sequence of learning and is a measure of how much knowledge has been acquired. This may be through practical work, use of quick quiz assessments, or oral outcomes to demonstrate understanding. Assessment is stored using the school's foundation subject trackers, which provides a clear overview for the subject lead of standards across the school. Regular monitoring of work and pupil voice is used to moderate judgements which are made, and where learning is not secure, additional learning takes place to address this



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	computing teaching and a range of learning experiences.	and use computational vocabulary to discuss and present their findings in a range of different ways.	
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