2024 Computing Governors Report

This year has been a busy year for computing. We have continued to work with the new adapted MGL plans, adding in up to date content as it is made readily available. The aim of MGL is to improve the profile of Computing across the school and develop the skills of teachers and pupils to enable the transference of their computing knowledge to improve standards and attainment across the curriculum. We have continued with support from a MGL specialist teacher once a fortnight ensuring CPD for staff and high quality teaching in all areas of the new Computing curriculum. The support of a technician from MGL has also been invaluable to ensure smooth running of the websites and apps we need access to and keeping up to date with the legal aspects of ensuring our network is secure and up to speed.

Curriculum Coverage

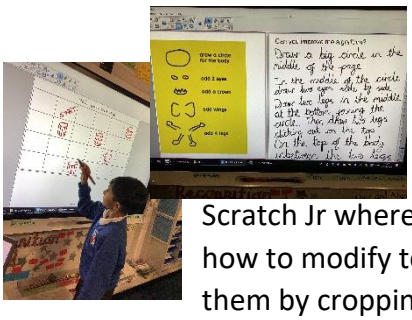
Foundation Stage

The key computing skills start in the Foundation Stage curriculum. The use of real life algorithms show steps needed to complete a given task, which they implement throughout the Early Years curriculum. They tinker throughout their learning by playing and exploring with the different resources in their classroom. They also debug when things go wrong in their learning and try problem solve new ideas.

They have been lucky enough to have MGL work with the children on a number of occasions across the year. They have experienced using digital cars and talking devices to begin programming, which the children thoroughly enjoyed.

Key Stage One

Year 1 begin the year by learning some basic skills needed to access a computer. The children learn why we have passwords and the importance of keeping passwords private. They practice typing on a computer and create a document that links to the Year 1 Toys topic. In Spring they move onto unplugged algorithms revising what they have learned in the foundation stage. They transition onto programming robots learning how to debug programs and make predictions.



Year 2 begin the year by revising what the different parts of a computer are. They then revise unplugged algorithms by making predictions and unplugging more complex programs. In Spring they are introduced to Scratch Jr where they experiment with basic commands. They then learn how to modify text and images by practicing taking photos and editing them by cropping and adding filters.

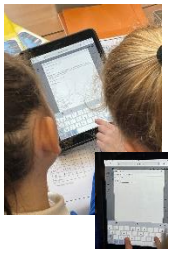
Key Stage One Coding Club

The children in Years 1 and 2 thoroughly enjoyed the opportunity to take part in a Coding Club. They used Scratch to create racing games, telling a joke and making their names dance. They learnt skills that included creating a background, changing the Sprites, movements around the stage and getting characters to speak.

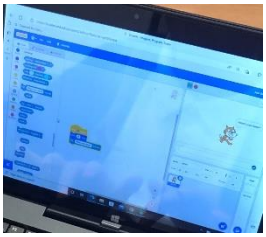
Key Stage Two

Through Key Stage we believe our pupils receive rich, deep learning experiences that teach pupils to analytically solve problems on new or unfamiliar technologies. As part of our programme of study, we learn about significant individuals in the computing field such as Barbara Liskov, Larry Page and Tim Berners-Lee. By the end of KS2 we aim to have produced pupils who:

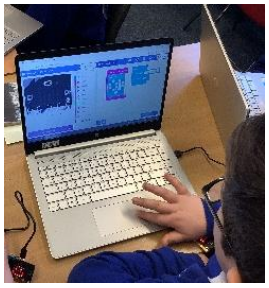
- Have knowledge of the concepts of computer science, including abstraction, logic, algorithms and data representation;
- Analyse problems in computational terms, and have repeated experiences of writing computer problems in order to solve problems;
- Evaluate and apply information technology analytically to solve problems;
- Model a responsible, competent and confident use of ICT.



Year 3 begin the year by learning about the different parts of composing an email and how to send them to others. They then move on to creating, debugging and adding sound to a programme using Scratch. They also particularly enjoy their Digital Media unit where they take photographs and alter them using a range of editing features.



Year 4 enjoy using Green Screen technology to create their own videos, apply special effects and think about the audience of the work they produce. They have had MGL supporting them in creating this. They also enjoy programming using repeating and forever features and using Excel to create their own Pixel Art.



Year 5 design 3D models using CAD and create their own animated video using stop frame animation, This year for the first time they have learnt how to program and use Microbit technology for a variety of outcomes. In this unit they use loops and conditional algorithms to create interactive games such as rock, paper and scissors.

Year 6 continue to program using a wide range of variables and creating their own animations and games. They also use both the iPads and tablets to learn how to write their own websites using HTML and how to create an interactive database to plan for an event.

Digital Safety

In the ever-changing world of Computing we are very aware how important it is to keep our children up to date Digital Safety news. Once again this year we used ProjectEVOLVE to help guide us. It allows us to do a quiz with the children to see where their gaps in knowledge are and then provides lessons to teach those gaps. This resource has been vital for ensuring each class has tailored sessions that enhance their knowledge. The e-Safety Cadets were involved in October to help decide the units they felt were most relevant to their peers. They enjoyed discussing with their class what their needs were and then finding appropriate lessons to plug the gaps. Our focuses for this year were Online Relationships, Online Reputation and Managing Online Information.

During Internet Safety week we invited a number of companies in to help focus the children's learning. In Key Stage 1 we held workshops for each class on 'Into the Screen' where the children met a number of Fairytale characters and had to help them navigate the online world. They did a great job at identifying any dangers! In Key Stage 2 they experienced the Play, Post, Share, Repeat assembly which highlighted the importance of Managing Online Information and thinking about spending less time on screens. Year 6 also undertook a workshop session to further delve into the topic of sharing information and ensuring for their own mental wellbeing they take a break from technology.

To engage parents this year, the e-Safety Cadets wrote an information leaflet reminding them of Top Tips and ways to support their child. As a school we also bought into a resource called 'The Stay Safe Initiative'. This has a series of 11 videos and a resource pack that parents can access anytime over the subscription period. In order to share this with parents we have uploaded the detail and links to Parent App and remind them each month on the newsletter.

End of Year Data July 2024			
	% below expectation	% At expectation +	% Above expectation
Year 1	16%	79%	5%
Year 2	17%	75%	8%
Year 3	15%	71%	14%
Year 4	3%	74%	23%
Year 5	7%	80%	13%
Year 6	3%	68%	29%