

Computing at Hursthead Infant School



Hursthead Infant School

Intention statement:

Hursthead Infant School aims to provide all children a relevant, challenging and enjoyable computing curriculum by meeting the requirements of the National Curriculum. We recognise that computing is an integral part of the National Curriculum and is a key skill for everyday modern life. We endeavour to equip pupils with the confidence and capability to use information technology throughout their later life, enhance learning in other areas of the curriculum using computing and develop the understanding of how to use information technology safely and responsibly. Computers, tablets, programmable robots and digital cameras are a few of the tools we use to teach our children to acquire, organise, store, manipulate, interpret, communicate and present information. At Hursthead Infant School we recognise that pupils are entitled to a wide variety of hardware and software, together with a structured and progressive approach to learning the skills needed to enable them to use technology effectively.

National Curriculum:

The Early Years Foundation Stage

As computing is not a specific part of the Early Years Foundation Stage, the following most relevant statements have been selected from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements within the ELGs which feed into the programme of study for computing.

Reception:

- ❖ Personal, Social and Emotional Development: show resilience and perseverance in the face of a challenge, know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'
- ❖ Physical Development: develop their small motor skills so that they can use a range of tools competently, safely and confidently
- ❖ Expressive Arts and Design: explore, use and refine a variety of artistic effects to express their ideas and feelings

Early Learning Goals:

- ❖ Personal, Social and Emotional Development & Managing Self: be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain the reasons for rules, know right from wrong and try to behave accordingly.
- ❖ Expressive Arts and Design & Creating with Materials: safely use and explore a variety of materials, tools and techniques, experimenting.

The Key Stage 1 national curriculum for computing aims to ensure that all pupils:

- ♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ♣ create and debug simple programs
- ♣ use logical reasoning to predict the behaviour of simple programs
- ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ♣ recognise common uses of information technology beyond school

- ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Our Curriculum:

In **EFYS**, although computing is not a standalone subject, it is woven into the Early Learning Goals. Computing links through Understanding the World where children have to recognise the use of technology in everyday life. In Personal, Social & Emotional Development, children have to learn how to be safe and responsible when using technology. In Communication & Language, children have to develop digital literacy through storytelling and interactive activities. In Physical Development, children use fine motor skills to interact with devices like keyboards, monitors and mice. Children will explore technology, use basic computational thinking and develop an awareness of online safety through class discussions and through continuous provision.

In **Year 1**, computing builds on the foundations learnt in EYFS and furthers the children's learning with digital skills and computational thinking whilst introducing basic programming in an engaging and age appropriate way. Year 1 follow the Teach Computing scheme of work. Within this year, the topics that children will learn are: Computer Systems and Networks – Technology Around Us, Creating Media – Digital Painting, Programming A – Moving a Robot, Data and Information – Grouping Data, Creating Media – Digital Writing and Programming B – Programming Animations.

In **Year 2**, computing again builds on the foundations learnt in EYFS and Year 1. Children begin to understand what algorithms are and how computers follow these sets of instructions to work. Children will begin to apply logical reasoning to predict what an algorithm may do before running it – moving on to learning how to program the same algorithm in a loop. The children will continue using digital tools to create, store and edit content and develop their basic keyboard skills. Year 2 also follow the Teach Computing scheme of work. Within this year, the topics that children will learn are: Computer Systems and Networks – IT Around Us, Creating Media – Digital Photography, Programming A – Robot Algorithms, Data and Information – Pictograms, Creating Media – Digital Music and Programming B – Programming Quizzes.

Across Key Stage One, where Computing is a standalone subject, we teach through key pedagogical skills. These include:

- ✓ **Leading with key concepts** – children are supported with the acquisition of knowledge through the key concepts, terms and vocabulary.
- ✓ **Computational thinking** – children are taught new concepts through unplugging, unpacking and repacking the concept. First the children explore the ideas in unplugged and familiar contexts where the idea or problem is broken down into smaller chunks before repacking it where the children apply what they have learnt by redesigning, simplifying, sequencing or recreating the solution.
- ✓ **Working together** – children work individually and as part of a team through structured groups tasks. Working together stimulates classroom dialogue and develops a shared understanding of the key concepts.
- ✓ **Getting hands-on** – children tackle tasks through tactile and sensory experiences to enhance their learning. Children are involved through creative and engaging contexts to explore and apply computing concepts. Not all learning happens on devices - the use of unplugged learning is key as well as activities without devices build understanding first. This helps to reduce cognitive load and build confidence early.
- ✓ **Teacher-Led modelling** – teachers model each process and practice, everything from introducing the key concepts, debugging code and general interface of the iPads.

- ✓ **Repetition and practice** – concepts are revisited in different ways. Repeating instructions, practicing sequences and revisiting skills across the units helps to embed understanding at an early stage.
- ✓ **Emphasis on vocabulary** – key computing words and explicitly taught and used throughout the sessions, e.g. algorithm, program, sequence, debug.

What does Computing teaching look like?

Throughout their time at Hursthead Infant School, children will develop their skills and knowledge. Our curriculum is designed to give children the opportunity to revisit and practice skills that they will need as they begin to navigate modern day life. Within our curriculum, the children are introduced to basic digital skills, logical thinking and problem-solving activities taught in an engaging and age appropriate way.

Throughout their time at Hursthead Infant School, the children will participate in three main areas: Computer Science, Information Technology and Digital Literacy. During Computer Science, the children will begin to understand what algorithms and how they are sequenced to perform a set of instructions. The children will create and debug simple problems in their programming A and B units, discussing their thinking along the way. Learning how programs following step by step instructions is a key element covered within aspect of computing.

In Information Technology the children will create, store and retrieve digital content including drawings, pictures and text through their digital painting and writing learning. Children will recognise common uses of technology at home, in school and in the wider world.

In Digital Literacy, the children will learn basic skills for staying safe and responsible online and what to do if something makes them feel uncomfortable. The children will learn what their personal information is and how it needs to be kept safe and not shared online. Linking to our PSHE curriculum and threaded throughout each unit, the children will discuss their trusted adults at home and in school and recap talking to them if something online makes them feel uncomfortable.

An important distinction, these three areas of computing are not taught in isolation. The programming units taught at KS1 still uses devices and IT, media lessons (IT) still includes online safety (DL) and digital literacy is continuously taught and not a one-off lesson.

Computing in Year 1

Area overview	Autumn	Spring	Summer
Year 1	Information Technology & Digital Literacy Computer Systems and Networks – Technology All Around Us Information Technology Creating Media – Digital Painting	Computer Science Programming A – Moving a Robot Information Technology Data and Information – Grouping Data	Information Technology Creating Media – Digital Writing Computer Science Programming B – Programming Animations
Year 2	Information Technology & Digital Literacy Computer Systems and Networks – IT Around Us Computer Science Programming A – Robot Algorithms	Information Technology Creating Media – Digital Photography Information Technology Data and Information - Pictograms	Information Technology Creating Media – Digital Music Computer Science Programming B – Programming Quizzes

National Curriculum subject content

In KS1 pupils should develop their understanding of what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. The children will create and debug simple programs. They will use logical reasoning to predict the behaviour of simple programs. The children will use technology purposefully to create, organise, store, manipulate and retrieve digital content. They will recognise common uses of information technology beyond school. The children will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Year 1 Computing Scheme of Work			
	Autumn	Spring	Summer
To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		I can follow an instruction and give directions.	I can find the commands to move a sprite I can use commands to move a sprite I can use more than one block by joining them together I can use a Start block in a program I can run my program I can show that a project can include more than one sprite
To create and debug simple programs		I can start a sequence from the same place. I can experiment with 'turn' and 'move' commands to move a robot. I can debug my program. I can identify several possible solutions	I can create an algorithm for each sprite I can add programming blocks based on my algorithm I can test the programs I have created
To use logical reasoning to predict the behaviour of simple programs		I can predict the outcome of a command on a device. I can explain what my program should do	I can compare different programming tools
To use technology purposefully to create, organise, store, manipulate and retrieve digital content	I can make marks on a screen and explain which tools I used. I can draw lines on a screen and explain which tools I used. I can use the paint tools to draw a picture. I can choose appropriate shapes. I can make appropriate colour choices. I can create a picture in the style of an artist.	I can open a word processor I can recognise keys on a keyboard I can identify and find keys on a keyboard I can type capital letters I can explain what the keys that I have already learnt about do I can identify the toolbar and use bold, italic, and underline	I can identify, recognise and find keys on a keyboard. I can enter text into a computer I can use letter, number, and Space keys I can use Backspace to remove text I can select a word by double-clicking I can select all of the text by clicking and dragging I can change the font

To recognise common uses of information technology beyond school	I can explain technology as something that helps us. I can locate examples of technology in the classroom and give examples how technology can help us.	I can explain the differences between typing and writing I can say why I prefer typing or writing	
To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	I can identify rules to keep us safe and healthy when we are using technology in and beyond the home. I can give examples of some of these rules. I can discuss how we benefit from these rules.		I can identify rules to keep us safe and healthy when we are using technology in and beyond the home. I can give examples of some of these rules. I can discuss how we benefit from these rules.

Computing in Year 2

National Curriculum subject content

In KS1 pupils should develop their understanding of what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. The children will create and debug simple programs. They will use logical reasoning to predict the behaviour of simple programs. The children will use technology purposefully to create, organise, store, manipulate and retrieve digital content. They will recognise common uses of information technology beyond school. The children will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Year 2 Computing Scheme of Work			
	Autumn	Spring	Summer
To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	• I can follow instructions given by someone else • I can choose a series of words that can be acted out as a sequence • I can give clear instructions • I can use the same instructions to create different algorithms • I can use an algorithm to program a sequence on a floor robot • I can create an algorithm to meet my goal • I can use my algorithm to create a program		• I can identify the start of a sequence • I can identify that a program needs to be started • I can show how to run my program
To create and debug simple programs	• I can use an algorithm to program a sequence on a floor robot • I can test and debug each part of the program • I can plan algorithms for different parts of a task • I can put together the different parts of my program		• I can match two sequences with the same outcome • I can change the outcome of a sequence of commands • I can work out the actions of a sprite in an algorithm • I can decide which blocks to use to meet the design • I can build the sequences of blocks I need • I can choose backgrounds for the design • I can choose characters for the design •

To use logical reasoning to predict the behaviour of simple programs	• I can follow a sequence • I can predict the outcome of a sequence • I can compare my prediction to the program outcome • I can show the difference in outcomes between two sequences that consist of the same instructions		• I can predict the outcome of a sequence of commands I can compare my project to my design • I can improve my project by adding features • I can debug my program
To use technology purposefully to create, organise, store, manipulate and retrieve digital content	• I can use IT for different types of activities • I can identify the choices that I make when using IT	• I can identify what is wrong with a photograph • I can discuss how to take a good photograph • I can improve a photograph by retaking it • I can explore the effect that light has on a photo • I can experiment with different light sources • I can record data in a tally chart • I can represent a tally count as a total • I can compare totals in a tally chart • I can enter data onto a computer • I can use a computer to view data in a different format	• I can create a rhythm pattern • I can play an instrument following a rhythm pattern • I can use a computer to experiment with pitch • I can create a rhythm which represents an animal I've chosen • I can create my animal's rhythm on a computer • I can add a sequence of notes to my rhythm • I can review my work • I can explain how I changed my work
To recognise common uses of information technology beyond school	• I can identify examples of computers • I can identify examples of IT • I can sort school IT by what it's used for • I can talk about uses of information technology • I can recognise common types of technology • I can explain the need to use IT in different ways	• I can recognise what devices can be used to take photographs • I can explain why a photograph is suitable for a purpose. • I can use a computer program to present information in different ways • I can share what I have found out using a computer •	• I can connect images with sounds • I can explain how my music can be played in different ways • I can relate an idea to a piece of music • I can explain how my music can be played in different ways • I can listen to music and describe how it makes me feel
To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• I can talk about different rules for using IT • I can say how rules can help keep me safe	• I can recognise which photos have been changed • I can identify which photos are real and which have been changed • I can discuss how photographs can be shared safely • I can give simple examples of why information should not be shared	

Computing progression at Hursthead Infant School

In order to provide continuity and progression, pupils will use core skills throughout the scheme of work, constantly returning to and exploring these in different ways to develop their early analytical and problem solving skills. Each year group covers different areas within computing and build upon the knowledge and skills they have developed in previous years.

Skills:

	Reception	Year One	Year Two
Digital Literacy	To use simple technology with support. To navigate basic apps and programs. To create simple digital pictures, marks or recordings.	To use technology independently to complete tasks. To begin to use different applications for different purposes. To create and edit digital writing, artwork or simple animations. Can open, save and retrieve work with support.	Can select and use appropriate technology for a range of tasks with increasing independence. Can create, edit and evaluate and improve digital photographs, music, pictograms and quizzes for a purpose. Independently access, save and retrieve digital content.
Computer Science	Can use programmable toys with support.	Can create and follow simple algorithms. Can create and follow simple sequences of commands. Can program a floor robot and create simple programs in ScratchJr. Can identify simple errors and changes the instructions accordingly. Can plan a route for robots and simple animations. Can check whether a program has completed it goal.	Can create their own precise instruction sequences. Can design algorithms for a specific purpose. Can create more complex sequences and recognises that the same commands can produce different outcomes depending on their order. Creates programs independently using floor robots and ScratchJR, including quizzes and interactive projects. Can test programs systematically, identifying errors and debugging independently. Can break programming tasks into smaller parts and develops separate algorithms for each part. Can design algorithms and programs to meet a specific goal before coding. Can review, test and improve programs based on outcomes.
Information Technology	Can explore a range of digital devices with support. Can create simple digital marks. Can explore different digital tools.	To use computers and tablets independently and with support for simple tasks. Create digital painting and digital writing. Edit pictures and text using digital tools. Choose appropriate tools within a program. Organise digital content within applications. Begin to recognise that information can be stored digitally. Compare digital and non-digital methods.	To select and use appropriate technology for different purposes. Create digital photographs, music and pictograms. To edit, improve and refine photographs, music and data representations. To select and combine tools to achieve a desired outcome. To organise data and media for a purpose. To collect record and present data using digital tools. To present information using photographs, music and pictograms. To review, evaluate and improve digital content.

Knowledge:

	Reception	Year One	Year Two
Digital Literacy	To begin to talk about what technology is used for. To identify adults who can help. To recognise that technology is used at school and at home.	To identify what technology is and explain where it is used. Can recognise technology in school and everyday life. To explain why technology is used for different purposes. Can compare digital and non-digital methods and evaluates simple digital content. Understand basic rules for staying safe online and how to seek help from trusted adult.	Can identify technology in a wider range of contexts and explain how IT helps people in their everyday life. Can choose appropriate technology for different purposes and explain their choices. Explain how to use technology safely and respectfully and understands the importance of keeping personal information private. Understands that technology can be used to communicate and share information.
Computer Science	Can begin to predict what could happen in a sequence or story with support. Can begin to explain why something has happened. Can notice when something has gone wrong.	Understands that instructions must be clear and given in the correct order. Understands that an algorithm is a set of instructions. Can explain why a robot or sprite behaved in a certain way. Can predict the outcome of simple instruction sequences. Can recognise that tasks can be completed through a sequence of smaller instructions.	Explains why instructions need to be precise. Can explain why they have designed an algorithm for a specific purpose. Can predict behaviour of programs and compares predictions with actual outcomes. Can use logical reasoning to explain, evaluate and improve program behaviour.
Information Technology	To know that technology is used at home and at school. To know that technology can help people.	To know that technology can be found in different places around school and every day life. To know that technology can be used for different purposes. To know that computers can be used to create artwork and writing. To know that software contains different tools and functions. To know that digital content can be edited or improved. To know that computers can store information.	To know that information technology is used in many settings and helps people complete tasks. To know that different technologies are chosen for different tasks. To know that technology can be used to create photographs, music and data representations. To know that different digital tools can be selected to achieve specific outcomes. To know that digital content can be reviewed, refined and improved for a purpose. To know that data can be collected, represented and used to answer questions.

Vocabulary Progression

EYFS	Year One		Year Two	
Click Computer e-Safety Interactive whiteboard Internet Keyboard Monitor Mouse Online Printer Tablet Touch-screen	Computing system and networks – Technology around us technology, computer, mouse, trackpad, keyboard, screen, double-click, typing. Creating media - Digital painting paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers Creating media - Digital writing word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing. Data and information – Grouping object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	Programming A - Moving a robot Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program. Programming B – Programming animations ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design.	Computing systems and networks - Information technology around us Information technology (IT), computer, barcode, scanner/scan Creating media - Digital music music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit. Creating media - Digital photography device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting, Data and information – Pictograms more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing	Programming A - Robot algorithms instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition Programming B - Programming quizzes sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.

Inclusive Practice



Hursthead Infant School

Computing Graduated Response Provision Map

Individualised

- Assistive technology.
- Individual laptop/iPad.
- EHCP/SEN Support plan.
- 1:1 support.
- Use of specialist equipment eg Proloquo/ magnifier/ hearing loop/ adapted laptop/standing frame

Targeted

- Use of simplified instructions/questions.
- Pre-teach key vocabulary.
- Extra processing time given.
- Further differentiation by support/input/outcome as necessary.
- Adaptations including computer and digital adaptations, eg larger print.
- Use of individual behaviour reward system.
- Use of specialist equipment as provided by outside agencies.
- Sensory or physical needs are responded to, eg use of fiddle toys
- Extra movement breaks

Universal

- Dyslexia friendly environment and teaching.
- Use of positive language and specific verbal praise.
- Structured and supportive feedback recognising progress and effort, not just achievement of outcomes and academic attainment.
- Encouragement of growth mindset.
- Adults provide clear and simple instructions, repeated, simplified and accompanied with gestures and pictures.
- Language used at an appropriate developmental level.
- Correct vocabulary and key words are emphasised.
- Over-teaching of key vocabulary.
- Immediate addressing of misconceptions.
- Quiet learning environment.
- Use of Learning Partners.
- Differentiation by support/input/outcome as necessary.
- Planned CT/ TA support for all.
- Structured, consistent routines and guidelines used when working with IT equipment including iPads.
- Explicit modelling.
- Opportunities are given for children to practise and apply previously learnt knowledge or skills through independent activities.

Examples of planning at Hursthead Infant School

Learning Objectives	Teaching Focus (C/A/S/K)	Vocab	Subject Knowledge	Assessment Opportunities
I can predict the outcome of a command on a device I can match a command to an outcome I can run a command on a device	Lesson 1: Buttons Introduce the lesson objectives (slide 2) and then show the robot images on slide 3. Ask the learners to look at the images, then pose these two questions: - What do we use robots for? - Why do robots do what they do? Lead learners to the idea that robots are machines that can do tasks. Robots complete their tasks because they have been programmed to do so by humans: that is, we tell robots what to do. Activity 1 Introduce the floor robots to the class. Tell the learners that the robots have buttons on top (slide 4) and they will be talking to a partner about them. Hand out the class robots and, if necessary, ask the learners not to switch the robots on yet. Display slide 5. Ask the learners to talk with their partner about what they think the different buttons on top of the robot do. After a few minutes, stop the discussion and show the learners how to switch the robot on (slide 6). Ask the learners to identify what lights up when the robot is switched on (the robot's eyes). This will help learners to check independently that they have turned it on correctly. Show the learners the Clear (X) button, as this is hard to see working and is really important. Explain that each time they try a new button, they will need to press the Clear (X) button first. Show slide 7. Using the button highlighted on the slide, demonstrate how to test a button, by pressing the Clear (X) button, followed by the Forwards button, then the Go button, stopping briefly	Forwards, backwards, turn, clear, go, commands	Learners should be given access to a device with a limited range of functions that is designed for young learners. Before starting this unit, ensure you are familiar with your school's floor robots, including charging or battery requirements. You should also know how to switch the devices on and off, as well as key functions such as clearing the memory. It is advisable to use the robots on the floor if possible, as this can reduce damage caused by dropping. On Bee-Bot and Blue-Bot, the Go button starts a program running, but it will also stop a program while it's running. This can be helpful for teachers and learners if the robots are running away!	I can identify the buttons on the top of the beebot.

	before you press Go to ask learners to predict what the highlighted button will do. Tell the learners that they can now try out the buttons one at a time and see if the buttons did what they expected them to (slide 8).			
I can follow an instruction I can recall words that can be acted out I can give directions	Lesson 2: Directions Introduce the objectives of the lesson (slide 2). Show slide 3. Ask the learners to think back to the previous lesson, in which they thought about robots and how we can control them. Recap the buttons. Display the slide and tell the learners that they are going to pretend to be robots, and that they will be following the instructions you give them, just as the floor robots have to. That means they shouldn't be doing anything that you have not told them to do. Give the class simple instructions to follow, one instruction at a time. Ask the class to all act out the instructions you give. Display slide 5. Ask the learners to talk to a partner about words or short phrases that are or can be used as instructions. Write up these words and short phrases as a class list. You may wish to add a small picture with each one to help the learners remember what the words are. Show slide 6 and tell the learners that they are now going to try out the instructions in the class list (not involving moving around the room) in pairs. Ask one learner to give their partner instructions, one at a time, to act out. Show learners a floor robot, drawing their attention to the buttons on the top. Explain that you are going to give the robot some secret instructions, and that they will see the robot move and will then need to work out what those instructions were.	Instructions, directions, algorithm	You should be familiar with the commands available on your floor robots and consider where to relate this to learners during their practical activities in this lesson. You should be aware of how words can be used for instructions and how those words might be used in the activities, as well as those which would and wouldn't work well on a robot. For example, the instruction 'walk' starts a process without an end. A human might ask how far they should go, or they may stop if they encounter an obstacle. If a robot could be issued with the command 'walk', it would start a continuous process that wouldn't be stopped and could cause the robot to walk into obstacles. A more suitable instruction would be 'step'.	I can act out each instruction given and limit their response to just that. I can give instructions to each other I can give directions to others

Pupil Voice:

“I really like making my own codes and algorithms.”

“I like coding on ALEX but I find it tricky.”

“I loved making my Stop Motion about the Great Fire of London.”

“I enjoy when we watch the Jessie and Friends video because it teaches me how to stay safe when I play games on my iPad at home.”

CPD:

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, computing surgeries, computing specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.