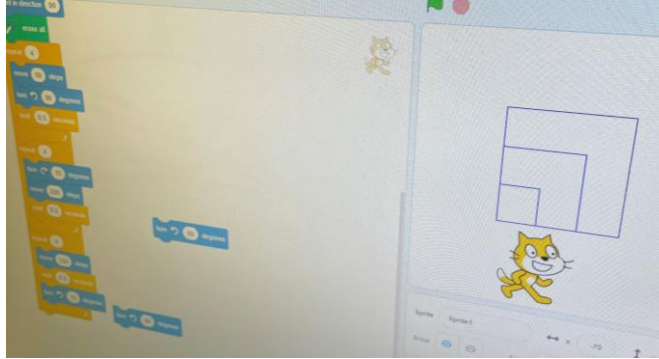
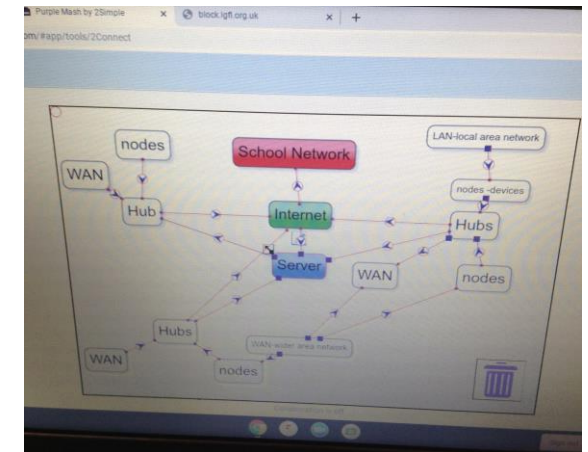
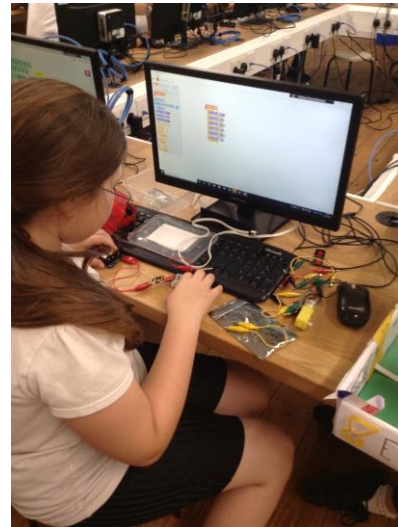




Strategy Statement for Computing



Meet the Computing Team



Ms Begum

Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Statement of Intent



Rationale

At Becontree, we aim to ensure that all children become confident, responsible, and enthusiastic users of technology. We follow the Teach Computing scheme, which provides a clear, structured, and progressive curriculum that develops children's computing knowledge and skills from Early Years through to Year 6.

Through this curriculum, pupils explore a wide range of technologies and devices, enabling them to access learning fully and equally. Children are taught how to keep themselves safe online, to think critically about the information they encounter, and to fact-check content so that they are well prepared for the digital world.

Technology is used to support inclusion, engagement, and creativity, ensuring that every child has equal access and opportunity. We also encourage pupils to reflect on their use of technology and make informed decisions about when and how to use it effectively.

Why is Computing, ICT and Digital Literacy important to children at Becontree School?

At Becontree, we believe that computing is an essential part of children's learning. At the heart of computing is computer science, where children learn how digital systems work and how to use this knowledge to create their own programs. Building on this, pupils use information technology to create different types of digital content for a range of purposes.

Through the Teach Computing curriculum, our pupils develop the knowledge and skills they need to become digitally literate. This means they can use technology to communicate, express themselves, and develop their ideas confidently. These skills help to prepare them for life in a digital world and for the future workplace.

Our computing curriculum encourages children to be responsible, confident, creative and curious users of technology. We want them to feel inspired to explore, problem-solve and use technology in a way that is safe, thoughtful and meaningful.

How do we encourage children to become digital leaders?

At Becontree, we want our pupils to be confident, responsible and enthusiastic users of technology. We provide opportunities for children to take on digital leadership roles, where they can share their knowledge, support others and help promote the safe and positive use of technology across the school.

Through the Teach Computing curriculum, pupils develop the knowledge and skills they need to use a wide range of technologies effectively. They learn how to keep themselves and others safe online, to check information carefully, and to make sensible decisions about how and when to use technology.

We give all children equal opportunities to use technology to access and enhance their learning. We also encourage pupils to reflect on their digital choices, think critically, and use technology thoughtfully. By developing these skills and responsibilities, our pupils are empowered to become positive role models and digital leaders within our school community.

Our Key Learning Intentions

Every year, children cover age appropriate objectives in 5 key areas:

- Computational Thinking & Programming
- Data & Information
- Information Technology & Communication
- Digital Literacy
- Multimedia & Creativity





Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

Children are provided with opportunities to work cooperatively developing the skills and personal qualities necessary for living and working together in a multi-racial, multicultural society. Our computing offer:

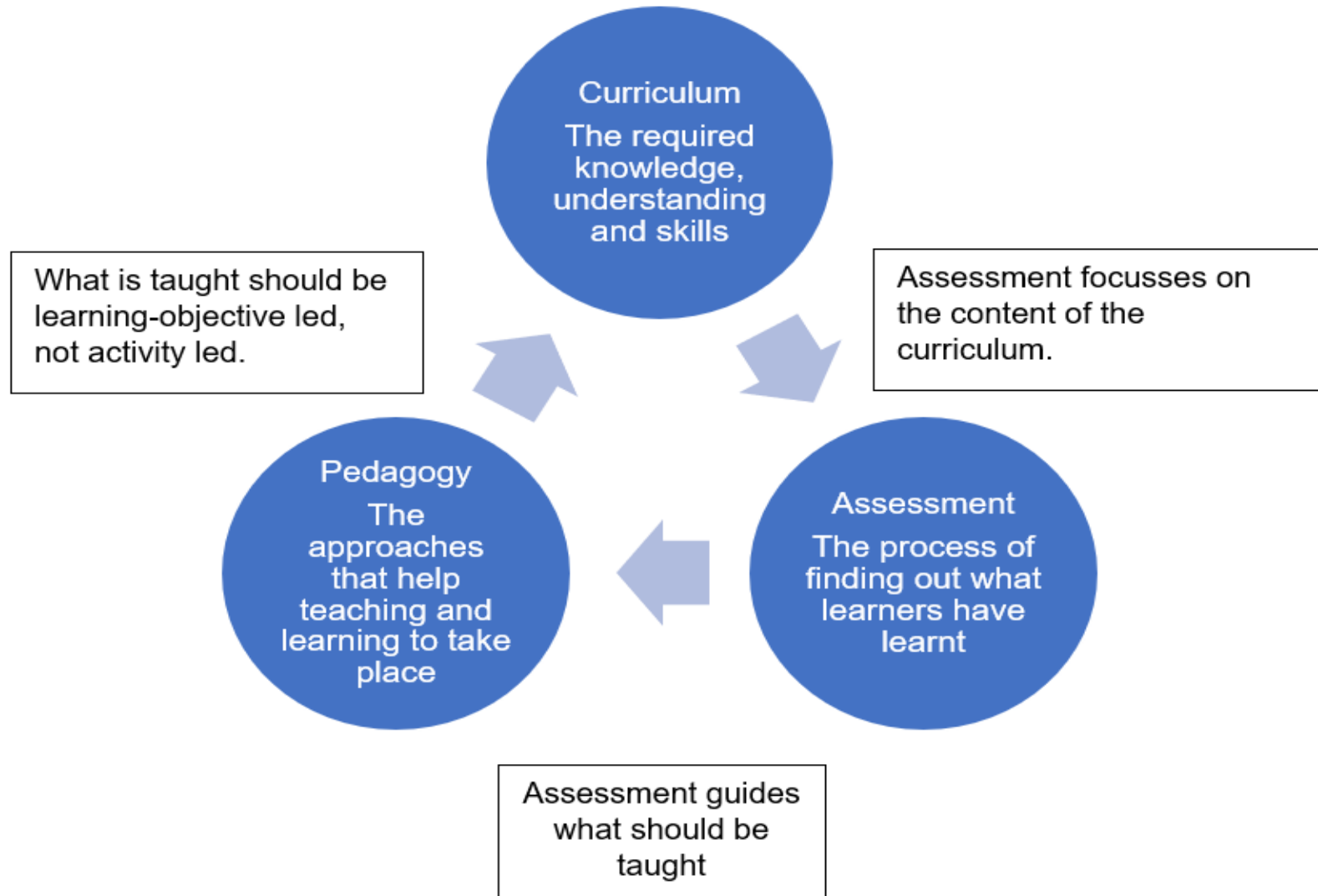
- Awareness of the ways that science and technology can affect society and the environment;
- Consideration of the moral dilemmas that can result in technological advances;
- Showing respect for differing opinions and ideas;
- Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;
- Making clear the guidelines about safe and responsible use of the Internet;
- Acknowledging advances in technology and science and appreciation for human achievement;
- Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives;
- Opportunities to work as a team, recognising others' strengths and sharing equipment.



As children at Becontree Primary School love learning in computing , they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
• building their vocabulary of language related to IT • considering the impact of their messages sent online • an understanding of the methods of online communication • discussions during group projects and pair work 	• discussing and exploring a range of online safety issues, including how they should treat others online • considering the impact on others of their online behaviour 	• opportunities to become Digital Leaders • working collaboratively on projects • engaging in discussions during lessons • answering questions about the use of a variety of IT in the world outside of school 	• being encouraged to consider the best equipment or software for the task • engaging in self-assessment and evaluation of their work • encouragement to tinker and problem solve • teaching of basic skills in Computing 	• exposure to a wide range of software • celebrating and sharing their successes • building an awareness of how technology is and could be used in life outside of school • developing an appreciation of the wide range of jobs available in computing • exposure to roles-models and pioneers in computing, particularly showcasing female achievements 

Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children	• Lessons follow the Teach Computing scheme, with units mapped to appropriate year groups. • Tasks are differentiated to meet the needs of all pupils and provide suitable challenge. • Medium-term plans and overviews support teachers in delivering a coherent, progressive curriculum. • Opportunities for cross-curricular links are used to reinforce computing skills across subjects. • A range of high-quality resources, including visual aids, videos, websites, and interactive tools, support engagement and learning. • Children are encouraged to draw on their own experiences to develop understanding and apply computing skills creatively and safely.
Developing Long-term knowledge retention	• Computing is taught weekly, providing regular opportunities for children to consolidate skills and knowledge. • Teach Computing units are delivered in focused blocks to allow pupils to immerse themselves fully in each topic. • Lessons concentrate on the key knowledge and skills outlined in the Teach Computing scheme. • A variety of teaching approaches, including practical activities and discussion, support engagement and help children remember what they have learned. • Children's files are used to review previous work, allowing teachers to check prior learning and recap key concepts effectively. • Where appropriate, cross-curricular links are made to give children additional opportunities to apply and embed their computing knowledge.
Developing Language and Communication	• Subject-specific computing vocabulary is explicitly taught, modelled, and reinforced in lessons. • Key terminology is included in planning to support understanding and progression. • Pupils are encouraged to discuss ideas, listen to others, respond thoughtfully, and take turns speaking during lessons. • Collaborative approaches, including paired and group work, are used where appropriate to solve problems and complete computing tasks. • Children are supported to value each other's contributions and to respond respectfully and constructively.

The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Curriculum

Developing Teacher Subject Knowledge

- Inset sessions and training are provided to develop staff knowledge and confidence in delivering the Teach Computing scheme.
- Team leaders and the subject lead offer targeted support to teachers as required.
- The computing subject lead meets with SLT at least termly to review action plans and monitor curriculum delivery.
- Borough and external subject lead meetings are attended to stay up to date with best practice and developments in computing education.
- CPD opportunities are shared with all staff to support ongoing professional development.
- Effective practice is shared internally to enhance teaching and learning across the school.
- Schemes of work and lesson plans are designed to support teachers with varying levels of experience and confidence in computing.

Enrichment opportunities

- Whole-school Computing and Online Safety days to engage pupils with practical and creative computing activities.
- A Digital Leaders programme to develop leadership, mentoring, and technology skills among pupils.
- Discussions of computing pioneers, including a focus on celebrating women's contributions and achievements in technology, to broaden understanding and inspire pupils.
- Technology-related trips and experiences where possible to provide real-world context and deepen engagement with computing.

Cultural Capital

- Each phase group have a list of activities and experiences which are to be covered throughout that phase of two years. E.g. visits to museums, welcoming visitors and visiting places of worship.
- Magic Moments – 20 key experiences that all children need to have experienced by the time they leave year 6.

Parent and Community Links

- Google Classroom and ClassDojo are used to support remote learning and keep parents informed of their child's progress.
- Online Safety workshops are offered for parents to promote safe and responsible use of technology at home.
- Regular Online Safety updates and guidance are shared through school newsletters.
- Computing achievements and progress are communicated to parents through school reports.

Finding out what Learners Know

Evidencing Learning Outcomes

- Children's work is saved in individual folders on the school server, allowing teachers to review and track prior learning.
- Photos and videos of computing activities are uploaded to the school website to celebrate learning and showcase pupil achievements.
- Display boards in classrooms and corridors highlight a selection of topics and demonstrate progression across year groups.

Resources

- 1 Computing suite
- 60 laptops on two trolleys with mice
- 60 Chromebooks
- 16 iPads in KS1 and KS2 (bookable)
- 10 iPads in Nursery
- 10 iPads in Reception
- Class set of still cameras and tripods
- Video cameras
- BeeBots
- 2 Wiis
- Class set of Crumbles
- Visualisers and interactive Promethean screens in every classroom
- Google Classroom and Class Dojo accounts

Online Safety

- Online safety is taught explicitly but also built into planning of every online computing lesson
- Online safety is also an expectation within other subject areas
- Children have frequent reminders of online safety in different ways. E.g. website, newsletters home, online safety day
- Online safety is also promoted regularly to parents in the newsletter.
- Children sign Acceptable use Policy which includes online safety statements

Curriculum Overview for Computing

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Online Safety Technology Around Us	Online Safety Digital Painting	Online Safety Moving a Robot	Online Safety Grouping Data	Online Safety Digital Writing	Online Safety Programming Animations
Year 2	Online Safety IT Around Us	Digital Photography	Robot Algorithms	Pictograms	Digital Music	Programming Quizzes
Year 3	Online Safety and Typing Connecting Computers	Stop- frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions in Programs
Year 4	Online Safety The Internet	Audio Production	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games
Year 5	Online Safety Systems and Searching	Video Production	Selection in Physical Computing	Flat-file Databases	Vector Graphics	Selection in Quizzes
Year 6	Online Safety Communication and Collaboration	Webpage Creation	Variable in Games	Introduction to Spreadsheets	3D Modelling	Sensing Movements

For more detail please refer to the subject scheme of work.

Curriculum Overview for Computing (EYFS)

	Programming	Data	Communication	Digital Literacy & Research	Multimedia
EYFS	Objectives P0.1 Use a variety of electronic toys in play situations (dance mats, remote control toys) using basic directional language P0.2 Respond to simple cause and effect devices (e.g. push a button to hear a sound) P0.3 Explore toys that simulate control devices e.g. traffic lights, scanner, microwave, cash tills P0.4 Explore a simple adventure program or simulation / role play software P0.5 Explore the commands needed to control a range of electronic toys P0.6 Be aware of everyday devices that sense data e.g. bar codes, metal detectors, sound recorders, light sensors, automatic doors, thermometers, library card P0.7 Be aware that people and computers follow instructions P0.8 Program a simple floor robot (Bee-Bot / Roamer) to carry out a short sequence of steps	Objectives Graphs: D0.1 Begin to develop simple classification skills by carrying out simple sorting activities away from the computer D0.2 Continue to develop simple classification skills by carrying out simple sorting activities using computing D0.3 Produce simple paper-based pictograms as part of a group D0.4 Produce simple pictograms on the computer as part of a group	Objectives Word processing: C0.1 Develop mouse control on different devices: • Use mouse to draw a simple picture • Use mouse to select a simple tool • Use mouse to open software C0.2 Use a paint program to make marks, using simple tools, to communicate their ideas C0.3 Use different forms of electronic communication in free play C0.4 Begin to use a keyboard to produce text on screen, and develop familiarity with letters, numbers, backspace, arrow keys and space bar • Use keyboard to type their name • Match upper case and lower case letters	Objectives Research: R0.1 Use a shortcut to open a website or select an appropriate app R0.2 Use buttons on a webpage to explore the website R0.3 Know who to go to if they need help when on internet	Objectives Creating images: M0.1 Listen to stories, music on digital devices M0.2 Use camera or mobile device to collect photographs M0.3 Use sound recorder or mobile device to record sounds

For more detail please refer to the subject scheme of work.

Nursery Objectives

Reception Objectives

Objectives covered in both phases

Curriculum Overview- ICT and Computing (EYFS)

Relevant statements for computing from 2020 Development Matters	Three and Four-Year-Olds	Personal, Social and Emotional	Remember rules without needing an adult to remind them.
		Development Physical Development	Match their developing physical skills to tasks and activities in the setting.
		Understanding the World	Explore how things work.
	Reception	Personal, Social and Emotional	Show resilience and perseverance in the face of a challenge.
		Development Physical Development	Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
		Expressive Arts and Design	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings.

For more detail please refer to the subject scheme of work.