
Computing

Woodside Academy

Intent

At Woodside, we intend to prepare our children for a rapidly changing world through the use of technology. Our high-quality computing curriculum is designed to enable them to use computational thinking and creativity to further understand our world. Our curriculum design has deep links with maths, science, literacy and art. Building on this knowledge and understanding, we intend for our children to become digitally literate – able to use, express themselves and develop their ideas at a level suitable for the future workplace and as active participants in a highly digital world.

Implementation

Our Computing curriculum at Woodside is comprised of three aspects: Digital Literacy, Computational Thinking and Information Technology.

In EYFS and KS1, computing skills are taught both discretely and cross-curricular, supporting other areas of learning across the school.

Children are taught to use equipment and software confidently and are introduced to algorithms to better prepare them for progressive work in KS2.

In KS2, our children extend their use of computing and facilitate this by having access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.

At Woodside, we will also give children the opportunity to explore and respond to key issues such as digital communication, cyber-bullying, online safety, security and social media.

With additional equipment including trolleys of laptops and iPads, children are able to extend their learning further in all lessons at any time.

Impact

The impact of children's computing skills is measured through:

- Teacher assessment on the standard achieved using O Track assessment - termly.
- Through pupil voice - interviewing the pupils about their learning.
- Professional dialogue with members of staff.

Children's computing skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent users in secondary education.

Our children are confident using a wide range of hardware and software, and are conscientious learners who value online safety and respect when communicating with one another.

They are able to work both independently and collaboratively.

Our children have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.