



“At the federation of Beckwithshaw, Kettlesing Fellisciffe an Ripley Primary schools we aim to provide an environment of mutual respect and love where all children flourish and who grow together, guided by love.”

## Computing Non-Negotiables

### National Curriculum Aims

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

### Work

All work for computing will be evidence using pupil work folders on PurpleMash. Where this is not possible (e.g. touch typing) picture evidence should be uploaded to SeeSaw. Each pupil in the class will have their own individual work folder.

- All work must be saved in pupil folders for each lesson. Lessons where work cannot be saved, photo evidence should be uploaded to SeeSaw to show progression.
- File names (when saving) MUST have a name that corresponds to the lesson or learning objective. This does not need to contain the child's name as it will be visible from their work folder.
- Should pupils need to work together on a piece of work from one account, both names should be included in the file name to identify the evidence for both children.
- If a follow up lesson continues on the same document/piece of work, children should use the 'Save As' option to create a new copy showing progression of skills and learning.

The screenshot shows the 'Work' interface in PurpleMash. At the top, there is a purple header with the word 'Work'. Below it is a toolbar with an 'Add folder' button and a menu icon. The main area shows a folder structure under 'My Work'. The folder 'My Work' is expanded, showing it has no subfolders. Below it are three subfolders: 'Class', 'Class 1', and 'Pupils', each with a folder icon and a checkmark. Below the folder structure is a list of lessons, each with a checkbox, a lesson icon, and details:

Lesson	Author	Created/Modified	Program Name
<input type="checkbox"/> Lesson 3	F	2024/07/12	2Calculate
<input type="checkbox"/> Lesson 2 part 2	I	2024/06/18	2Calculate
<input type="checkbox"/> Lesson 2	I	2024/06/18	2Calculate
<input type="checkbox"/> Lesson 1	F	2024/06/06	2Calculate

## Lessons

- Every lesson to start with recap of knowledge (questions).
- Each unit/lesson has a teaching PowerPoint which can be used to deliver the input. This highlights lesson objectives, success criteria and key vocab.
- Computing should be on every class timetable once per week. This should be discussed with other staff to ensure there are enough devices available per class.

## Displays

Each school should have one online safety display board containing;

- The SMART acronym
- Examples of children's work/voice – online safety leaflet, posters, speech views
- Password safety details
- Familiar social media/apps advice and support.

This display can be referred to frequently to support children with the use of devices.

Key vocabulary for each unit should be displayed in the classroom alongside the 5 fantastic facts for computing.



## Assessment


- Unit chapter titles should be used to establish if children have met the lesson objective.
- Assessment documents are also available to access on PurpleMash, displaying 'I can' statements highlighting the success criteria for skills and knowledge throughout each unit.

### Y1 'I Can' Statements


Unit Theme	'I can'	Legend: 🟡 = sometimes, 🟢 = mostly, 🟠 = always			Teacher Comments
		Aut	Spr	Sum	
1.2- Grouping & Sorting	I can apply a logical process when sorting and grouping a range of objects. (1.2)	🟢	🟢	🟢	
1.4-Lego Builders	I can explain that an algorithm is a set of instructions. (1.4.1,5)	🟢	🟢	🟢	
	I know that a computer program turns an algorithm into code that the computer can understand. (1.4.1,7)	🟢	🟢	🟢	
1.5-Maze Explorers	I can work out what is wrong when the steps are out of order in instructions. (1.4.1,3)	🟢	🟢	🟢	
	I can say that if something does not work how it should it is because my code is incorrect. (1.7)	🟢	🟢	🟢	
1.7-Coding	I can try and fix my code if it isn't working properly. (1.7)	🟢	🟢	🟢	
	I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.5.1,7)	🟢	🟢	🟢	

← Teachers/Computing Scheme of Work


\*Excel files - Once downloaded, you may need to right click on the file from Windows file explorer, click prop




Quick Start Guide



Computing Scheme of Work Overview



Assessment



Knowledge & Progression