



Rationale for shared teacher guidance in Computing

This is a guide to how we teach Computing at CAW, in this document you will find the lesson structure, tasks designs, documents and links to curriculum.


The Leadership of Writing

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The Teaching of computing

To best meet the needs of children in computing we use resources from Purple Mash to teach National Curriculum computing objectives and extend learning.

When Medium Term Planning for computing consider

Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events	Content/ time
<ul style="list-style-type: none"> Read the whole unit lesson plans Teachers -> Computing scheme of work -> Your year group -> relevant unit Have a go at completing the tasks you expect children to do. What misconceptions or barriers may they face? Purple Mash lesson slides and some 2 do activity templates available. 12 Bee Bots available to all year groups to book out Computing National Curriculum (objective found in our progression document) 	<ul style="list-style-type: none"> Purple Mash website Purple Mash help tools; blue question mark and the screen icon to the left  Purple Mash help chat (very helpful!) Resources Staff Shared -> Curriculum 20-21 -> computing (especially for e-safety resources) Examples and templates: Staff Shared -> Curriculum 20-21 -> computing -> Examples and Templates Purple Mash examples 	<ul style="list-style-type: none"> Danielle and Florella Purple Mash Teacher section Teaching, Learning and Assessment Lead. 	<ul style="list-style-type: none"> Safer Internet Day (annually) Monitoring dates (tbc) 	<ul style="list-style-type: none"> Weekly Computing lessons are taught for one hour per week.
SEND Support	<p>When medium term planning for Computing, teachers consider how to best support all children regardless of attainment. This is done through careful consideration of Purple Mash tasks and appropriate scaffolds in support and challenges.</p> <p>In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work.</p>			





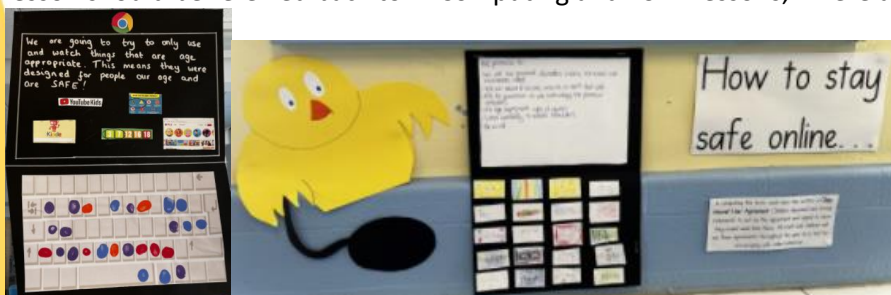
Most effective lessons look like...

You **must** plan these lessons and practise them before teaching. You cannot pick up the Purple Mash lesson plan and go.

- The first lesson of the year should be spent drawing up a **class computing agreement**. This should continually be referred to throughout the year. The class computing agreement should be relevant to your class and be based on prior Online Safety learning. Each class may have differing agreements, this will be due to the varying age and online use. However, they should all contain steps to keep them safe online e.g. not meeting online strangers may be relevant to KS2 but not KS1 (dependent on the children in your class)



- The first lesson of each half term will focus on Online Safety and will be linked to learning in PSHE, this needs to be a whole lesson. The lesson will be discussion based but will have a Key Question that will need to be answered and recorded as a display or pinned to a Purple Mash display board. This lesson should recap on prior learning of Online Safety and how this also links to the key question. Children should link this to real life experiences and develop strategies to avoid or remedy negative online situations. This lesson should be referred back to in Computing and PSHE lessons, where appropriate.



Before you teach your first lesson of each unit;

- Read the whole unit. How are you going to adapt it to your class's needs? To get outcomes of the expected quality, does some learning require more than one lesson? How are you going to ensure that all objectives are taught to a high quality whilst adapting for the needs of your children? Fitting learning objectives should be allocated.

Before you teach each lesson in the unit after the first, consider the following;

- Recap computing agreement
- Recap key vocabulary
- Where necessary, make slides to accompany your teaching. Slides are available to download and edit for every lesson.
- Where necessary, print out screen shots, 'how-tos' or 'First, Next, Last' or examples. Be mindful not to spoon feed. Computing learning is often exploratory. See Example folder for some ideas. This will feed into your differentiation.
- Plan and set differentiated 2dos. If an extension activity is available, this should be used to ensure the greater depth children are appropriately challenged. Can scaffolds be added to the activity before the 2do is set? Does everyone need the same input? Is everyone using the same tool? Will everyone produce the same outcome? Can some be sent off to work independently?
- Make intermittent saving a classroom habit and deal with any issues around saving immediately – First, Next, Last on board with a suggestion of a fitting title of their work.





- Get children involved in the modelling. Ask them what they think should be pressed for X or Y to happen. Model exploratory 'tinkering'.
- Monitor the quality of children's outcomes throughout and after the lesson. Give time to complete work where necessary.

Cold Tasks and Hot Tasks:

- For each PSHE **Cold (blue books)** and **Hot tasks (yellow books)** completed at the beginning and the end of a unit, there should be at least one Computing question. These questions should be based on the internet safety topic covered in the first lesson of the term.

Pre

Year 2, Spring 1 14/03/22 PSHE 1/14

1. My skills include making things. What job could I do based on my skill?

2. Match the skill to the job.

	Author
	Author
	Author
	Author

3. Tick which website is safe for me to use.

Facebook ☐ Netflix ☒ Twitter ☐

4. How do people use their computer for work?

tipin

What can you tell me about jobs, how we use our digital devices and how you can stay safe on the internet?

Post

Year 2, Spring 1 14/03/22 PSHE 1/14

1. My skills include making things. What job could I do based on my skill?

2. Match the skill to the job.

	Author
	Author
	Author
	Author

3. Tick which website is safe for me to use.

Facebook ☐ Netflix ☒ Twitter ☐

4. How do people use their computer for work?

Facetime and text they

WAR

What can you tell me about jobs, how we use our digital devices and how you can stay safe on the internet?

to help people

Pupil outcomes

Intended Learning	Exercise Books/Demonstrable Outcomes
<p>Children will complete the National Curriculum, taught through Purple Mash.</p> <p>Children will use a range of computing tools on Purple Mash (software)</p> <p>Where appropriate, children will use hardware to support their understanding of computing and computational thinking (such as Bee Bots)</p>	<p>Pupil Folders on Purple Mash are the equivalent to a child's exercise book. They should be treated as such and maintained to a high standard.</p> <p>Children must be taught to save and/or hand in work as required every lesson.</p> <p>For lessons where no outcome is to be handed in or saved, picture evidence must be uploaded to Purple Mash. Speak to Florella or Danielle if unsure about this.</p>

Feedback

Please refer to our Feedback and Marking Policy in line with this guidance

There is not an expectation for individual pieces of computing learning to be marked. However, there is a marking and comment function on Purple Mash which can be used for this purpose.

In computing it is expected that

- every child saves each piece of work into their pupil folder
- every child completes each piece of work they start
- any paired work is saved with both child's names and copied across to both child's pupil folder

Best practice for teachers is

- intermittent saving





- checking each child saves each piece of work each lesson
- monitoring during and after the lesson to ensure that children are achieving to the best of their ability. This may sometimes mean following up with the child for them to complete the learning.

Purple Mash folders must

- Each class must have differentiated groups for WTS, EXP and GDS.
- Each child's folder must be organised into school years (e.g. a child in year 6 should have a subfolder for academic years R, 1, 2, 3, 4, 5, 6).

▼  Goldfinches

▼  Pupils

▼  Child Name

▼  Done 2dos

▼  Year 1

▼  Year 2

- If you teach a whole class lesson that is not using Purple Mash (occasionally this may be online safety or using other hardware or software) the expectation is that it is uploaded to Purple Mash or displayed in the classroom.

Following the additions to online safety in Keeping Children Safe in Education 2022, a new progression document is in the process of being created to ensure that online safety is covered thoroughly and appropriately in every year group. Information about the area of online safety focus will be shared with parents via the newsletter each term.

In Development:

- Progression of online safety years R-6.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf
- Implementation of iPad's in R to expose children to PM and promote next phase readiness in Computing.
- Review of marking expectations in PM

