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| **QUESTIONS – Computing and Internet Safety – Sam Cotterell and Hugh Thomas** | |
| How long have you been subject leader? | 3 years – from Sept 2018 |
| Were you given sufficient training to be subject leader? | Had a few months of handover. Did joint action plan. |
| Who do you go to if you need support? | Particularly Becky (head of phase Yr 5 and 6).  Works most closely with Craig (DH) – particularly on what hardware need and curriculum related. |
| Do you feel well supported? | Yes, good communication between him and Craig in particularly. Eg Entered students in Lego Challenge competition. Show coding done etc. (And went to Legoland and won one category in innovation) |
| What steps have you taken to bring improvement or add value to the subject you lead? | Digital safety and etiquette is one of main pillars of curriculum. Increasingly important in pandemic.  Started project in Sept 2019 to meake sure that within Digital citizen and etiquette lesson plan had particular outcomes in lesson plans. Across all 4 year groups were being reinforced / introduced to age appropriate groups. Eg Social media Year 6, email etiquette Year 5.  Parents – subscribed to National Online Safety website. Access to lesson material and individualised pdfs to send to parents re social media, popular video games.  Digital Safety week across school after half term to raise awareness. Have seen issues with kindness online, creating positive digital image of yourself. How to deal with any issues and who to ask for help. Online relationships, bullying and gaming is focus.  Asking parents what they want to learn more about so that they can include this in the week. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | Distinct hour of curriculum time each week for computing (rather than using a computer)  Yes, all units are set out. |
| What have you done to implement it? (Can you give one or two examples.) | Within each year group, particular staff member is in charge of curriculum.  Discus through year as to which bits working well/ not, which bits too challenging etc. Stripped curriculum down a bit to make sure it is relevant to them eg make a table first and be able to sort that data before trying to make a graph and then make a report based on that data. Year on year building on areas learnt. |
| What impact are your aiming to achieve over children’s four years at Cleves? | Build skills over the 4 years. |
| How do you know you’re on track to achieving that impact? | Created document for each year group with examples of students work at each level. Measure against this and monitor. |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | Home learning – some of Year 5/6 were working on home websites and learning html coding, were able to have evidence of this.  Pupil catch ups – what did they like, what did they achieve, what more would they like to do. Pre Covid – and will come back after half terms. |
| Do you keep evidence of your own work and of children’s work samples? | See above. |
| How would you describe outcomes in your subject area? | Children are highly confident when leave Cleves in utilising platforms. Variety of platforms – VR goggles/ different apps, chromebooks etc. Very well placed for secondary schools. |
| Why do you think identifying key knowledge is important? | What they know and what they can actually do is different. Need balance between the knowledge, why they are doing it and how to actually do it. Differential between skills and knowledge has shifted a bit to make sure kids know what they are doing and why rather than just being able to produce something. |
| How do you build in retrieval? | Make sure curriculum set out correctly to make sure building blocks are in place. Lessons often overlap and builds on last. |
| How do you support colleagues? Can you give an example? | Make sure all staff have training. Changes quickly – help with lessons or give training before a lesson.  Staff insets for Kahoot, Seesaw etc. Bring along iPads and get teachers to play with it.  Check in with curriculum leader each year.  Observe and give feedback. |
| What next for your subject – is there scope for even more? | Will look at:  VR Goggle platform has changed and students may be able to create own virtual reality experience that other people can use  CAD work – will look at in Art and Design potentially.  Apps – how to create an app? (Yr 6)  Windows and Google skills – do use Excel etc but focus on Google.  Like to think in forefront of technology in primary schools and willing to push boundaries.  Coding – use Lego and Scratch. Challenge is to keep teachers up to speed with it! |
| How do you link your subject into other subjects’ curricula? | Embedded and utilise across curriculum. Within literacy use ‘Seesaw’ (like mini facebook for children) can video themselves reading through their text and post onto class landing page (monitored and pre-authorised by teacher).  Use in mathematics – kids explain how to solve and annotate things.  Green screen and app. Tudor day and take photo and then put them in Hampton Court Palace etc.  VR Goggles to use etc – set of 30 so all of class can use at once. Moved from ‘wow’ experience to use information. |
| Does safeguarding feature in your curriculum – and if so, how? | Highly important. Accentuated by pandemic. How to do videocalls with children etc.  See previous – issue is more that kids know what they are supposed to do but don’t necessarily do it because most normal parental response is to take away whichever game / app has the issue. Encourage kids to tell an adult – a teacher/ TA etc even if can’t tell their parents.  Firewalls protect within Cleves setting and aim to educate parents on privacy settings etc for at home use.  Feeds into PHSE curriculum which has an Internet Safety module.  Be internet legends – Google internet safety program children can play at home. |