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## Intent, Implementation and Impact Statements

In this document, we have put together example prompts to cover some of the Intent, Implementation and Impact statements schools may need for Computing. These are based on the approach shared on Mr P's CPD training. It is there to be adapted and changed to best reflect the ethos and WHY of your school.



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Intent, Implementation and Impact Statements

## Intent

At our school we want pupils to be MASTERS of technology and not slaves to it. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology

We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists.

We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.



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## Implementation

We have created a comprehensive progression document for staff to follow to best embed and cover every element of the computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.

Computer Science	Information Technology	Digital Literacy
Computational Thinking	Word Processing/Typing	Self Image and Identity
Programming	Data Handling	Online Relationships
Computer Networks	Presentations, Web design and eBook	Online Reputation
	Animation	Online Bullying
	Video Creation	Managing Online Information
	Photography and Digital Art	Health, Wellbeing and Lifestyle
	Augmented Reality and Virtual Reality	Privacy and Security
	Sound	Copyright and Ownership

# How to implement this document:

As with most of the ideas on [MrPICT.com](http://MrPICT.com), we feel the majority of computing should be embedded across the curriculum. Most schools will be timetabled to a Computing session each week, however knowing how packed a weekly timetable can be, we hope this approach will allow for flexibility. We would recommend the timetabled computing session to focus on one of three elements: **An Explicit Computer Science lesson, A Tinkering Session or a D.A.R.E.S project**. The computer science part of the computing curriculum will often, but not always, need a more explicit approach. That is not to say it can't be embedded across the curriculum. A tinkering session looks at introducing a new app or tool and giving children opportunity to experiment and familiarise themselves with the different elements and tools before it can be applied in a more focused approach across the curriculum.

**Do you have to have a timetabled computing lesson each week?** As much as possible yes, however, we know how packed the curriculum can be and how difficult it is trying to fit everything in. Therefore, some weeks computing can be covered by using technology to demonstrate learning in other subjects when covering more of the Information Technology and Digital Literacy strands.

For example: If my class were covering World War 2 in Year 6 and we are exploring how the Second World War started, I could set the children the task of creating a video explaining this. First, the children may want to research some more information about how the Nazi party rose to power. This would involve covering some Digital Literacy: Managing Online Information -

- *To know how to use search technologies effectively.*
- *To know how to explain how search engines work and how results are selected and ranked.*
- *To know how to demonstrate the strategies I would apply to be discerning in evaluating digital content.*
- *To know how to describe how some online information can be opinion and can offer examples.*

If the pupils were to then create a video using an app such as Adobe Spark Video to demonstrate their learning, they would be covering some of the Information Technology: Video Creation -

- *To know how to create videos using a range of media - green screen, animations, film and image.*

If the pupils were to then upload or publish their work on a blog or platform such as Seesaw, we would also be covering this objective from Information Technology: Word Processing objectives -

- *To know how to publish my documents online regularly and discuss the audience and purpose of my content.*

Even though this would be a History lesson, we would be covering a fair few computing objectives therefore if we need to spend more time on other subjects that week, we are still covering computing without having a timetabled computing session. This is the way we want computing delivered in Primary schools, embedded to allow learning to be more accessible and allow learners to be more creative in demonstrating their learning.



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## Impact

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well being.

Finding the right balance with technology is key to an effective education and a healthy life-style. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills digitally through tools like Google Drive and Seesaw and observing learning regularly.

Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.