

## Computing Curriculum

Our computing curriculum is built upon our 4 core values: faith, pride, challenge and success. Computing is an essential skill, which is vital to the world's future and prosperity. We want the children to be digitally literate when they leave primary school. We aim to provide high-quality computing education that prepares our children for a rapidly changing world through the use of technology and for the ever-changing modern Britain.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	As a school, we follow the Teach Computing Scheme of Work from the national centre for Computing Education of Work. The scheme of work supports our teachers in delivering lessons which help to raise standards and allow all pupils to achieve their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and gives excellent supporting material for teachers.	<b>Pedagogical Approaches</b>	The pedagogical approaches to the teaching of computing are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> <li>• Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential.</li> </ul>	<b>Approach to Assessment</b>	We understand that learning happens over time rather than in a single lesson. As a result of our carefully designed and planned curriculum, pupils' develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded on the assessment spreadsheet and used to inform teacher judgment on a termly basis. Task design is intentionally open in order for children to demonstrate their level of depth. Impact can be measured by teachers through the use of recall strategies such as those suggested by Tom Sherrington in his book <i>Rosenshine's Principles in Action</i> .
End Points	We ensure that the skills and knowledge that are developed will not only equip children for secondary school but for later life. Our curriculum is ambitious and gives our pupils the experiences, knowledge and cultural capital they need to succeed in life including future learning and employment.	<b>Teachers' Expert Knowledge</b>	Teachers are given opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	<b>Performance Data</b>	There is no published data for computing at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Each unit taught forms part of a streamlined spiral curriculum. This means that key themes are revisited regularly across the school. Where themes are revisited, pupils encounter them through new units that consolidate and build on prior learning. This approach ensures that essential knowledge and skills are reinforced over time and helps to reduce knowledge loss through forgetting.	<b>Promoting Discussion and Understanding</b>	We use the strands of the computing curriculum to ensure children have the skills needed to achieve as they progress through school. The strands remain the same for each year, with skills being built from year to year. Pupils are given regular opportunities to explore and discuss questions at an age appropriate level. Teachers use their strong knowledge of the progression in the curriculum in order to ask questions which lead children to develop the skills we intend to promote. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons.	<b>Pupils' Work</b>	It is important that children understand and have experience of computing outside of laptops and iPads. Lessons maybe paper based, involve discussions or involve experiences that enhance the computing curriculum. Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer through their work, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.



## Computing Curriculum

Alignment to EYFS	In developing the children's understanding of the world, we build upon their personal experiences which increases their knowledge and sense of the world around them. These personal experiences and the opportunities provided in provision foster their understanding of our technologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. In provision, children have access to a range of technologies and use these in a variety of both child and adult directed play.	Knowing More and Remembering More	Our computing curriculum is built upon levels of repetition to ensure that our children can do more and remember more as they progress through school. In planning, our specific learning outcomes detail the substantive knowledge that we want the children to know and remember. Retrieval practice is used during the teaching to ensure that key knowledge is revisited and remembered.	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring focusing on: learning environments, planning, work scrutiny, discussions with pupils and discussions with teachers. Teachers have discussions with children on a regular basis. They can discuss their ideas, reasoning and problems with the teacher in a more informal manner which leads to more success.
Addressing Social Disadvantage	We expect that all children, with the right support, will master the knowledge identified. This will help to close the gap between less advantaged and more advantaged pupils. As such, we have high expectations of all children and scaffold those with lower starting points to be able to access and achieve these. In Computing, this means using regular assessment to ensure that all children have access to the same base of knowledge, and revisiting to embed prior knowledge if required. All children use technology regularly, so that regardless of their experience outside of school, they will all have access to the same equipment.	Teacher Assessment	Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. We keep track of children's progress against the assessment outcomes.		
Local Context	We know that the vast majority of our children have access to a range of digital devices out of school and aim to build on that knowledge as they move through school. Where children are less familiar (e.g. with a laptop), we work to close the gap quickly. The skills that they learn are across the Computing curriculum can be applied to many other curriculum areas and the curriculum has been planned to have links with maths, science, PSHE, geography and DT. Reference and links are made to our school rules, values and mission statement.				
Meeting the needs of vulnerable learners	The approach of high-quality, inclusive teaching is central to meeting the needs of all pupils, including those with SEND. Adaptations are made within whole-class teaching to ensure all pupils access the same ambitious curriculum, with additional support used to secure understanding without narrowing content.				