Computing Intent

We believe that Computing is an essential part of the wider curriculum; a subject that not only stands alone but is also woven into every aspect of the learning from Reception to Year 6. Our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity confidently no matter what their background or academic ability.

Although technology moves fast, it is an integral part of the children’s lives in and outside the classroom from an early age. We believe that we need to equip our learners with the skills to flourish in a world of change. To do this, we need to give them the foundational understanding of the technological world that surrounds them and an intellectual toolbox which equips them to deal with successive waves of technology. This means, we place computational thinking at the heart of our Computing curriculum.

In addition to the benefits of technology, we intend to ensure that all children are aware of the potential dangers it could entail. Throughout all subjects, we embed *e-safety* so that the children are able to successfully navigate the digital world safely yet confidently.

Finally, knowledge of information technology is a fundamental necessity for all young people in an increasingly digital culture. We aim for children to develop their skills, knowledge and understanding so that they are able to take a full and active part in society now and in the future. We aspire that Computing can help unlock the children’s creativity and provide a real focus for their learning.

Our computing objectives, within each strand, support the development of learning across the key stages ensuring a solid grounding for future learning and beyond. They have been designed so that content is taught in a logical progression, is systematic and explicit enough for all pupils to acquire the intended knowledge.

Computing Implementation

We have segmented the curriculum into the fundamentals of Computing: Computer Science, Digital Literacy and Information Technology.

We feel that Computer Science is the most important part of the Computing curriculum. As such, we have placed greater emphasis on this part of the subject. The program of study has been designed in-line with the National Curriculum objectives yet has been altered to reflect the ability and interests of our pupils as well as the resources available within our school. This part of the curriculum should be taught mainly within discreet Computing lessons. In Key Stage One, progression should take place through unplugged activities up to the use of basic technology (e.g. Beebots, basic block coding). When the children enter Key Stage 2, the children are to build upon prior skills using more complicated media before applying this knowledge in an open-ended way in Year 5 and Year 6.

As mentioned in our Intent, Digital Literacy is becoming increasingly important not only to make sure that the children stay safe online but increasingly for their own all-around happiness and well-being. Consequently, we teach lessons in line with the objectives as set out in the Government’s Education for a Connected World. These will be delivered using Evolve Scheme of work and, where necessary, the Be Internet Legends course. This will be delivered in co-ordination with SMSC as many objectives cross over with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance objectives.In addition to this, we also aim to make the subject relevant and try to seek out opportunities to promote the safe use of technology whenever this is appropriate (e.g. if a child receives an inappropriate text message, we can then use this real-life experience to teach about potential dangers and harm).

Finally, we feel that Information Technology can be taught within the wider curriculum because this will then give the children an audience and focus for their learning. Obviously, some skills will need to be taught, yet the majority of work benefits from a grounding within other subjects (e.g. presenting information, researching etc). We try to use a range of software and hardware so that the children are able to choose the most appropriate media later in the school.

Computing Impact

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression throughout each year and Key Stage. We focus on the progression of knowledge and skills in the different Computing components and also take into account achievements in other subjects whenever possible.

If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

* Pupil discussions and interviewing the pupils about their learning (pupil voice).
* Photo evidence and images of the pupils practical learning.
* A reflection on standards achieved against the planned outcomes (teacher assessment).
* Monitoring of children’s work by subject co-ordinator when and where appropriate.