

## Computing Curriculum

We believe that computing capability is an essential skill for life and enables learners to participate more readily in a rapidly changing world. The skills we learn in computing are transferable across the curriculum; they are taught in computing lessons, but then used across subjects, just as we do with reading and writing.

In line with the National Curriculum, we aim to provide a high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world.

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. 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> </ul>	<b>Approach to Assessment</b>	Children's learning in computing is assessed formatively by observing and making informal judgements. Assessment information is used to adapt the pace at which children progress through lessons and schemes of work. Progress in our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.
End Points	Substantive knowledge represents the content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember	<b>Teachers' Expert Knowledge</b>	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. 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 is part of a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly.	<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 to ask questions that 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>	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.
Alignment with 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	<b>Knowing More and Remembering More</b>	Our computing curriculum is built upon high 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.	<b>Talking to Pupils</b>	The subject leader will dedicate time regularly to the scrutiny of work, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.

	have access to a range of technologies and use these in a variety of both child and adult-directed play.				
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.	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 using 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 the most impact.		