

Curriculum Overview - Computing



Intent	Implementation	Impact
All children are encouraged to: • Use computational thinking skills to process information in a logical way; • Develop coding skills and subject specific vocabulary; • Develop the ability to use technology to manipulate and present written word, images and sounds to convey messages effectively; • Use technology to store information, retrieve and present it in ways that enhance interpretation and analysis; • Be efficient and effective communicators and collaborators; • Apply their computing skills and knowledge to their learning in other areas; • Be confident in handling hardware, software and other technologies; • Develop skills, knowledge and behaviours that enable safe and confident navigation of the online world; • Demonstrate respect for other cultures, backgrounds and identities – acting responsibly and sensitively online. As part of our provision at Bildeston we aim to: • Meet the requirements of the National Curriculum programmes of study for computing; • Provide a relevant, challenging and enjoyable computing curriculum that is progressive throughout the whole school;	As part of this planning process, teachers need to plan the following: • A cycle of lessons for each unit from Teach Computing curriculum, which carefully plans for progression and depth in three strands - computer science (Programming and Theory) information technology, digital literacy; • Relevant computing vocabulary – identify and ensure that this is taught and used accurately by both staff and pupils; • Challenging questions for pupils to apply their computational thinking using open-ended questions; • Children will be given feedback and ways to improve their work to ensure that misconceptions are recognised and addressed; • Link the curriculum to British Values; • Give pupils the opportunity to work collaboratively and communicate effectively; • Identify children whom have passion for technology and want to share their knowledge with others and promote the use of all things digital throughout the school. • Provide learning opportunities matched to the needs of pupil with SEND • Identify areas of weakness and seek support from the computing lead or organise CPD. As part of this assessment process, teachers will: • Capture summative assessment data of KS1 and KS2 pupils, using the success criteria in each lesson;	Impact is measured by ensuring that children not only acquire the age-related knowledge linked to the computing curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. All children will have: • The knowledge needed to make best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world; • Become proficient users of technology who are able to work both independently and collaboratively; • A wider variety of skills to use a range of platforms effectively; • An increased vocabulary which will enable them to articulate their understanding of taught concepts; • Develop key life skills such as problem-solving, logical thinking and self-evaluation, in order to prepare them for the next stage of their education. In addition, we measure the impact of our curriculum through the following methods: • Monitoring and analysis of pupil progress; • Pupil discussions about their learning (pupil voice);

• Create a culture that incorporates the principle of online safety across all elements of school life; • Equip pupils with confidence and capabilities to use ICT and computing skills in a digital world that is constantly changing and evolving; • Give opportunities to develop computing skills, knowledge and understanding from the early years through to Year 6.	• Make observations during lessons and give feedback to aid progress; • Use Seesaw app to show evidence of progress; • Use formative assessment opportunities which are detailed in each lesson plans. The subject lead will: • Identify digital leaders in KS2 and train them; • Support staff, as required in planning and assessment; • Support staff, with CPD and training; • Develop and monitor the computing curriculum.	• Moderation with other teachers from neighbouring schools which also provides opportunities for exchanging ideas.
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