

Caton St Paul's C of E Primary School Computing Curriculum Statement

INTENT	Our Computing Curriculum intends to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that pupils become competent in safely using, as well as understanding technology. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.			
	<p><u>Vocabulary:</u> Our intentions for vocabulary in Computing is to expose all pupils to year group specific computing language taking from our school's knowledge and skills progression document. Teachers will share with the pupils the vocabulary that will be required to be used at the start of the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about Computing.</p>	<p><u>Knowledge/Skills:</u> The intentions of Computing in school is to create a knowledge and skill led Computing Curriculum. Throughout their time at CSP, pupils will be given regular opportunities to practice and apply their Computing skills. Pupils at Houghton will be able to draw upon their Computing knowledge, both in Computing and across subjects in our curriculum (Knowledge led and engagement) through a range of practical, collaborative and written work.</p>	<p><u>Progression:</u> Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&S for the next year group. Teachers will use Computing progression documents to plan lessons that build upon K&S and ensure there is a deep understanding so that all children master the learning.</p>	<p><u>Concepts:</u> Within the computer science starting of computing curriculum, we intend to provide access to high quality physical computing resources to promote computational thinking from early years to upper Key Stage 2.</p>
IMPLEMENTATION	<p><u>Inclusive teaching and learning:</u> In Computing all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils. - Personalised work (adult support, challenge, resources) - Pre tutoring to teach pupils key vocabulary, knowledge and skills - Access to resources and equipment to support their acquisition of Computing knowledge and skills</p>	<p><u>Subject coverage/curriculum:</u> The programmes of study set out within each domain in the National Curriculum and EY Framework will be used to ensure children get the learning experiences that is required. The progression document acts as the basis for teachers' planning. It is tightly planned to ensure the breadth and balance of knowledge and skills are covered over time. Teachers follow the progression document closely, and only vary from it with the approval of the subject leader. Teachers may use their professional judgement to respond to British and global events to teach short discrete lessons and recording them in the subject portfolio. These discrete lessons underpin knowledge or develop a computing skill. Teachers create frequent opportunities for pupils to develop and recall knowledge.</p>	<p><u>Resources:</u> The implementation of Computing is supported by all teachers having access to online tools to support their teaching of the Computing Curriculum. Purple Mash, Twinkl, Hamilton Trust, Primary Resources (this is not an exhausted list). Teachers share quality resources with each other when discovered and implement. A physical resource library, where schools can access resources e.g., Beebots, turtle, ipads, chromebooks</p>	<p><u>SMSC:</u> The moral development of our pupils is an important thread running through the computing curriculum. Pupils are provided with opportunities to use their computing skills in real life contexts, applying and exploring the skills required in solving problems and investigations Research skills and teamwork are fundamental to computing through creative thinking, discussion, explaining and presenting ideas.</p>
	<p><u>Local context:</u> Inter-school activities are organised via the CSP Computing cluster hub. Activities are either organized within the teaching community or by inviting facilitators. Visitors from the school community, who are professionally involved within computing, are invited lead and share their high quality professional experiences. This will be implemented through teaching and staff development e.g., graphic design.</p>	<p><u>Adaptations and Prioritisation:</u> We have recalibrated and prioritized our Computing curriculum as a result of missed QFT. Our T&L plans consider the disruption to teaching, and to secure firm foundations before moving on to new learning. Online safety planning 2020/21 will consider disrupted schooling and an eSafety week has been implemented this academic year. Termly Kidsafe sessions have been started for Year 2 and Year 5.</p>	<p><u>Evidencing teaching and learning:</u> Each Computing unit will have a Knowledge Organiser that details the knowledge the children will need to know by the end of the unit of work. Teachers will use the document to map coverage and the children will use the Knowledge Organisers as a teaching resources to support their acquisition of computing knowledge. Children will complete online activities via Purple Mash set as '2Do's' by the teacher, which will provide a progressive record of their learning.</p>	<p><u>Primary and Early Years overview</u> Early Years – Understanding the World (to recognise that a range of technology is used in homes and schools; Online Safety Safety Year 1 – Online Safety; grouping & sorting; pictograms; coding; spreadsheets; technology outside schools Year 2 – Coding; online safety; spreadsheets; questioning; effective searching; creating pictures; making music; presenting ideas Year 3 – Coding; online safety; spreadsheets; touch typing; Email; branching databases; simulations; graphing Year 4 – Coding; online safety; spreadsheets; writing for different audiences; Logo; animation; effective search; hardware investigators; presenting; making music Year 5 – Coding; online safety; spreadsheets; databases; game creator; 3D modelling; concept maps; work processing Year 6 – Coding; online safety; spreadsheets; blogging; text adventures; networks; quizzing; spreadsheets</p>
	By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the subject of mathematics (EYFS and National Curriculum)			
IMPACT	<p><u>Pupil voice:</u> Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children and young can offer unique perspectives on what it is like to be part of a Computing lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion</p>	<p><u>Knowledge:</u> Computing knowledge has been mastered when a child can confidently and securely talk about their computing knowledge using the computing language to explain their ideas and can independently apply the knowledge to new learning in unfamiliar situations. All children will be able to retrieve computing knowledge and be able to reason by following a line of enquiry and develop and present a justification, argument or proof using computing language an</p>	<p><u>Skills:</u> All children will have the skills and the resilience to solve problems by applying skills linked to Computing to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.</p>	<p><u>Cultural capital:</u> Our children face unique economic, environmental, and humanitarian challenges. The problem solving required to address these challenges requires solutions that have never been thought of before. In order to tackle these problems, our teachers must challenge the traditional problem-solving methodologies used in Computing lessons and encourage new problem-solving strategies through incorporation of facilitating of creative problem solving/puzzles and real-world investigations.</p>
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