



Computing Curriculum Offer

Intent

It is our intention that our Computing curriculum ensures that the National Curriculum requirements are not only met, but children receive a broad and rich learning experience. We will plan the computing curriculum and resources accordingly to meet the needs of all children, providing pupils with the skills and knowledge to fulfil their potential. We recognise that technology is everywhere and that it will play a pivotal part in our pupil's lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely.

It is our vision to equip our pupils with the key skills, knowledge and vocabulary they will need to navigate life in this technology centred world. We want to give them the confidence to explore and learn through their mistakes and computing sessions are often based on 'tinkering' or 'trial and error' in order to find solutions to challenges. We teach children the specific vocabulary of computing throughout school so they are confident explaining how they 'debugged a code' or wrote an 'algorithm'

We recognise the vital importance of celebrating the amazing possibilities the internet offers our pupils as learners alongside educating them about the potential risks. We encourage our pupils to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well-being. Finding the right balance with technology is the key to an effective education and a healthy life style. We aim to implement computing so that it helps children realise the need for the right balance and one they can continue to build upon in their next stage of education and beyond.

Computing and Our Subject Drivers:

Celebrating Difference- Through our links to topics and other subjects, through applying our computing skills in other contexts and for specific purposes such as creating a poster for our Nativity performance or watching videos of events around the world or in history.

Communication: Through providing pupils with the subject specific terminology, giving them the confidence to articulate their opinions and explain their thinking about Computing. Through showing pupils a variety of ways we can communicate with each



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other online and educating pupils about how to do this safely and effectively. **Creativity:** Through enabling them to apply their skills in a variety of different ways and to make choices about the tools and resources they want to use. **Kindness:** Through collaboration and peer support, working as a team or supporting others to complete tasks or solve challenges. Through recognising that we can show the same kindness when we communicate using the internet as we would in face to face interactions. Our 'Digital Leaders club' help promote e-safety through assemblies and buddy sessions with our younger pupils.

Implement

At Westdale we believe that nothing has been learnt until it is in your long-term memory. Our staff, using high quality resources, are able to provide children with Computing lessons that enable pupils to revisit previous skills and build upon their knowledge and understanding. Sequences of lessons are planned using progression mapping within and across year groups from EYFS through to year 2 ensuring progression for all.

Our knowledge-rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope that by the end of year two, they can begin to make their own choices of the best tools to achieve their learning.

Through weekly Computing lessons, we will gain confidence embedding key basic skills and broadening children's knowledge. In particular, we will focus on the computer science aspect of computing during weekly sessions as this often needs to be more explicit and taught as a discrete session. However, where links can be made to the topic to teach computer science, they will be made. We will use our computing skills in digital literacy across a range of subjects, for example, researching Roald Dahl online, making posters to promote firework safety and making mashcams of ourselves as astronauts. In these examples, pupils are practising and embedding their computing skills but in the context of



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other learning. Making links between their learning helps them to embed the skills and knowledge into their long-term memory.

Impact

The impact of our Computing offer is measured through our monitoring cycle. This includes learning walks, pupil voice, planning scrutiny, curriculum reviews and end of year assessments. Once reviewed the Computing Lead formulates an action plan for improvement, discussed with the curriculum leader.

We assess and track Computing against key knowledge and skills in each year group, ensuring children maintain a good knowledge, skills and understanding. Formative assessments are carried out at various points within computing lessons, allowing an opportunity to recap concepts where necessary, helping to embed learning. In Summative assessment we are looking for children who demonstrate a sound grasp of the key knowledge and skills throughout the year.

Below is an outline of the impact we are looking for in our pupils in the curriculum area of Computing:

- Children can articulate and explain what computing is.
- Children are equipped with skills and computing knowledge.
- Children have a passion and enjoyment for computing.
- Children are confident and are able to use technology safely.
- Children are equipped with extensive computing knowledge and vocabulary, which is embedded.
- Children use their imagination and creativity to create their own pieces of work.
- Children use computing in a variety of ways to express their individuality.
- Children can enjoy and appreciate a variety of technology.