St Joseph's Catholic Primary Voluntary Academy Curriculum Statement
Computing

"Computing is not about computers any more. It is about living."
Nicholas Negroponte

Intent	Implementation	Impact
What will take place before teaching in the classroom?	**What will this look like in the classroom?**	**How will this be measured?**
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Ensure that the curriculum is accessible to all. • Ensure that the monitoring is purposeful, effective and impacts on teaching and learning.	**Our teaching sequence will be:** • Big picture: Placing the computing strand being studied in the context of similar past learning in the subject study of computing (which may include independent research and makes links to reading). • There will be a balance of all three strands to ensure that all areas are covered and learning is built on and developed. • Daily review: Brief review of learning covered in previous lesson. • Teacher delivers computing problems or challenges, posing the problem to be solved • Children research existing products • Children create their own programs, in response to the computer science strand. • Children are taught (within the digital literacy strand) how to evaluate digital content within the computing curriculum but also as cross-curricular tool. • Children evaluate their own work.	**Pupil Voice will show:** • A developed understanding of the names, key works, styles and techniques of inventors, programmers, developers and designers at an age appropriate level • A secure understanding of the key techniques and methods for each strand of the curriculum: • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing computing, their own work and identifying their own strengths and areas for development • An enjoyment of their learning and an understanding of how to improve their work. • Resilience and perseverance
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as digital learners. • Ensure that children have the opportunity to learn about the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). • Ensure an appropriate progression of computing skills are in place over time so that pupils are supported to be the best digital learners they can be, and challenge teachers to support struggling digital learners and extend more competent ones.	**Our classrooms will:** • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality WAGOLLs, including actual pieces of work and known inventors, designers and programmers, and carefully chosen vocabulary, which are regularly updated. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Show the inclusion of technology as a learning tool both within the computing curriculum and beyond. • Provide a nurturing, happy and vibrant environment where all pupils feel valued and supported. • Develop pupils' confidence and resilience by fostering a 'can do' approach to their work.	**Displays around school and books will show:** • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of design and technology skills. • Close studies of the work of well-known designs. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the design technology curriculum. • A broad, sequential and developmental curriculum is being followed across school

• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify developers who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current programmers, research and subject development through an appropriate subject body or professional group. • Liaise with teachers and other professional bodies regarding CPD opportunities		
The class teacher will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Ensure that cross-curricular links are identified and explored. • Plan detailed lessons which develop children's learning. • Make accurate use of assessment for learning to assess children's progress, skills and knowledge. • Complete detailed end of unit assessments for future planning.	**Our children will be:** • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work because they know how to be successful. • Safe and happy in design technology lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on computing skills and knowledge. • Able to talk about a variety of famous inventors, programmers and developers over time. • Able to develop their computing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	**The curriculum leader will:** • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive. • Monitor the impact, implementation and intention to ensure that the curriculum is broad and balanced.