Computing Curriculum Statement

Intent	Implementation	Impact
Our computing vision, at Teagues Bridge Primary school, is to keep our pupils safe online. We provide them with the knowledge and skills to do so, promoting safe messages throughout the curriculum. We recognise that as a school we have a responsibility to prepare the pupils for their future by improving their knowledge of and understanding of how imperative technology is as an aid to learning and the real world beyond school. As computing is an increasing part of life today it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of computing will enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills. We aim to expose children to the educational developments in computing and provide them with the opportunities to access to the most effective and emerging technologies.	The coverage of computing as part of the Teagues Bridge curriculum is non-negotiable and will be followed by all staff in the school. Fixed timetables are set on a weekly basis and monitored by the Senior Leadership Team of the school. The subject leader for computing will initially be from SLT and will work with another member of staff to co-ordinate the subject together, allowing for clear subject leadership and succession planning. Carefully designed schemes of learning in computing, following the cornerstones planning and 2014 national curriculum, ensures consistency and progress of all learners. All year groups have specific topics, where computing is the main subject driver, allowing for the in depth knowledge and skills development in computing. The computing curriculum is divided into 3 parts : computer science, digital literacy and information technology. Our computer science curriculum will introduce children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6. This is done through	Our approach to teaching and learning in foundation subjects, and specifically computing, results in an engaging curriculum for all. This provides children with the foundations and knowledge for understanding the three areas of the computing curriculum. Our computing curriculum also results in motivated learners with sound understanding the effect of technology on the world around them. Engaging lessons which include real-life links allow children to become independent learners and develop an appreciation of the importance of computing in their local environment and the wider world.. Independent projects through the cornerstones innovate program, provide the opportunity for children to apply their learning from a topic, demonstrate their understanding and apply their computingl skills. These allow teachers to opportunity to assess what children have retained and understood from the topic. We track the impact of the children's learning in geography through regular quizzes linked the computing knowledge organizers, linked to each topic. Learning through the use of pre and post unit quizzes, assessment for learning tasks throughout the topic and through teacher's questioning. Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have

scratch junior in KS1 moving onto scratch in KS2. In upper key stage 2 children are also exposed to different programming languages such as HTML coding.

Digital literacy is key in our school and we make sure children have an in-depth knowledge of how to be safe and responsible online while recognising its advantages for collaboration or communication.

Information technology runs through all our curriculum providing links to other subjects such as word processing in Literacy, data representation in maths and digital mapping in geography.

Learning objectives and success criteria are present in every computing lesson are set in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum. High quality teaching responds to the needs of children with prior learning and assessment for learning question being used to ensure the children are challenged at an appropriate level in each lesson. Marking is used to knowledge skills and knowledge have been gained and to address misconceptions in learning.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.

Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.