Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Computing: Intent

Our curriculum intent is framed within three strands stemming from Article 29 of the UNCRC. They are:

1. The child's self-development (the 'I')
2. The child interacting with others, both children and staff (the 'we')
3. The child in their environment: at school, local and global level (the 'our').

In Computing, we intend to:

- Enable children to use technology to enhance their learning and understanding of the world.
- Encourage children to use information technology skills to demonstrate their learning and understanding in a variety of ways, enabling them to become confident digital creators.
- Develop children's creativity, resilience, problem-solving and critical thinking skills through programming and computational thinking.
- Provide opportunities for children to apply the skills and knowledge gained in computing lessons across the curriculum, encouraging them to select the best tools and appropriate technology in response to learning challenges.
- Engage children in quality home learning experiences by embedding the use of Microsoft Teams and other applications throughout the school.
- Promote the importance of using technology safely and responsibly to children and the wider community, making links between online safety and RRSA.

Computing: Implementation

We use the 2014 National Curriculum to guide our teaching. The curriculum is split into 3 main areas: Computer science, Information technology and digital literacy. These 3 strands are repeated and built upon each year. Most of the computing teaching is undertaken by a subject teacher with some elements being covered by the year group class teachers. Class teachers have the autonomy to choose to teach their elements as standalone lessons or within other areas of the curriculum. Within the non-dedicated computer room time the children are given opportunities to use iPads and desk top computers to enable children to produce, edit and improve work using a variety of software. They are taught how to be aware of internet safety and appropriate behaviours. Literacy and Mathematical skills are developed through the use of computers.

During the dedicated computer room time, teaching is focussed on providing the children with a range of skills such as graphics, coding, presentation and data use, using a variety of software. These skills are used to demonstrate their knowledge of how computers and computer systems work, and further applied across the curriculum; for example, the use of graphs and data in Science and Maths and word processing and presentations in Literacy, History and Geography.

We aim to ensure that where possible software used in school is able to be accessed at home too (hardware permitting), allowing the children to recognise that computing is not just a subject taught in school but a collection of skills that can be used for a variety of everyday reasons. Enabling the children to have access to software at home also enables parents to support this learning. If a child has a particular interest and they can access this at home it enables them to share their skills with a parent and then develop them further.

Our Intent statements are also woven into each and every part of our lesson structure itself (order and appearance may vary depending on lesson):

Our computing lessons begin with a **Big Question** and a smaller **enquiry question** that will help them answer the big question.

Children are aware of the **skill** they are learning. They are aware of exactly which subject is being taught and what they are working on in that lesson.

Subject specific concepts and **vocabulary** are introduced by the class teacher in this part of the lesson.

Teachers will use this opportunity to highlight **links** between other topics and previous year group learning.

Every lesson will have dedicated **discussion** time for the children to share in which collaborative work is encouraged and pupils support their peers in mixed ability pairs.

The **Activity** then provides children with the opportunity to develop and record their work in the specific computing skill or concept. The activities are appropriately differentiated so that the level of challenge is appropriate and that all learners are able to meet the objective of the lesson.

Following this, the **Deepening** part of the lesson require children to apply their learning to more sophisticated scenarios requiring reasoning, deeper thinking and abstract learning.

The final part of the lesson is the **Evaluation/Application**, consisting of a question which aims to allow children and teachers the chance to evaluate how confident they feel with the lesson content by answering the enquiry question.

In line with our school curriculum model, each topic relates to and **RRS** article. Children are given the chance to reflect on a statement linking to an article or participate in a class discussion.

Every topic will link back to the Big Question. At the end of each topic children will be asked to answer the big question as an **Assessment point.** This will then be recorded onto FLiC and marked on specific computing assessment pages.

Computing: Impact

In our Computing lessons, we expect to see:

- All children engaged and challenged and enjoy learning computer skills and look forward to using them throughout the curriculum.
- Clear enquiry questions for the children to answer.
- Scaffolded learning to support all abilities.
- Explicit teaching of vocabulary to ensure depth of understanding.
- Children have confidence to use computers and software which will enable them to be prepared to apply their skills to try things that are new to them in the future, allowing them to excel and develop further.
- Children become independent learners as they gain in confidence.
- Be interested in how computers, networks and the internet works.

In our saved work, we expect to see:

- A variety of evidenced work (photographs, typed documents, webpages).
- Children given the opportunity to challenge themselves.

In our Computing assessment, we expect to see:

- Good progress across all learners.
- schemes of work adapted in response

Talking with children, we expect to hear:

- Computing discussed with positivity and enthusiasm.
- Children able to explain the use and relevance of learning computing.
- An attitude towards mistakes in which they are celebrated as learning opportunities.
- They have a variety of useful computer skills which they understand and can use in different ways to achieve many different results. The skills are flexible.
- They are keen to learn more about computer programming and have the tools to understand more complex challenges.
- They can confidently use common software packages such as Word, PowerPoint and Excel.
- They have a deeper understanding of how computers and computer systems work
- They have an understanding that the skills they are learning are life skills.

Talking with parents, we expect to hear:

- They have an understanding of the best ways they can support their child at home with this subject.
- They are familiar with the knowledge organisers and ways in which they can further their learning at home should they wish.

Talking with staff, we expect to hear:

- They feel confident enough in their subject knowledge to make links across the curriculum.
- They feel confident in using a variety of resources, sources and methods.
- They feel enthusiasm for the subject which they share with the pupils in their class.
- They know how to continue the teaching if the subject specialist teacher is not able to teach the lesson.

- They know which elements of the computing curriculum they are teaching and which are covered in subject specialist lessons.