

## Nawton and Rosedale Abbey CP Schools Federation

### Curriculum Statement for Computing

#### Rationale:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The National Curriculum for Computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programme of study for computing, they will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content.

#### Curriculum Intent:

The intent of our computing curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in this subject. The subject leader has identified key intentions for our computing curriculum. These are:

**Intention 1:** To ensure that children access an engaging and effective curriculum that develops pupil's knowledge and understanding of ICT and computer science in line with the National Curriculum.

**Intention 2:** To prepare pupils to live safely in an increasingly digital British society.

#### Curriculum Implementation:

##### Implementation 1

**Pupils at Nawton and Rosedale Abbey Community Primary School Federation have:**

**Access to resources which aid in the acquisition of skills and knowledge.**

Children have access to the hardware (computers, tablets (limited), programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.

**Access to quality first teaching within the strands of Coding and Computational thinking, Music, Writing and Presentation, Internet and Email, Communication and networks, Art and Design, Databases and Graphing and Spreadsheets.**

Computing is taught every week in every year group throughout the academic year. Teachers have access to the 'Purple Mash' lessons plans as it was identified that staff felt their knowledge and skills needed work, therefore, it was decided by the subject leader and headteacher that it would assist staff to gain a grasp on the different aspects of the computing curriculum and therefore, deliver high quality lessons. Teachers, through effective assessment, adapt provision to meet the individual needs within their class.

**A learning environment that enriches, promotes and celebrates learning within computing curriculum.**

Computing within the curriculum is evident in classrooms and around school.

## **Implementation 2**

**Pupils at Nawton and Rosedale Abbey Community Primary School have access to resources which aid in the acquisition of skills and knowledge.**

Children have access to the hardware (computers, tablets (limited), programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.

**Access to quality first teaching within the strands of Digital Literacy, Information and Communication Technology and Computer Science.**

Computing is taught every week in every year group throughout the academic year. Teachers, through effective assessment, adapt provision to meet the individual needs within their class.

**A learning environment that enriches, promotes and celebrates learning within the strands of Digital Literacy, Information and Communication Technology and Computer Science.**

Computing within the curriculum is evident in classrooms and around school.

**Opportunities to apply their learning across the curriculum.**

Opportunities for the safe use of digital systems are considered in wider curriculum planning.

**Clear parental Communication**

Parents are informed when issues relating to online safety arise and further information/support is provided if required.

**Opportunities to explore the concept of online safety**

Digital literacy and online safety will be the central focus of teaching at the beginning of every academic year. In addition, the school will celebrate Safer Internet Day in the Spring Term of the academic year.

### **Cross Curricular Links:**

Computing provides numerous links with other curriculum subjects.

*Examples include:*

English- Documenting learning (writing/ typing)

Science – How a computer works.

Maths- Links with coding.

History – How technology has changed.

PSHE – Online safety

Music- Music modules

Art – Art and design modules

### **Enrichment:**

The Computing Curriculum is enriched in a variety of ways including:

### **Progression and Assessment:**

**EYFS (UTW: Technology)**

Regular observations and assessments of learning are recorded and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes

## **Year 1- Year 6**

Each child will have an area on 'Purple Mash' where they are able to save the work that they are completing. Assessments of the children's progress through a lesson/outcomes achieved will be noted on plans and contribute to the assessment at the end of each academic year. The impact of the curriculum will be reviewed at the end of each term through observations, governor monitoring and formative and summative assessments of pupils' learning through individual trackers.

### **Impact:**

#### **Impact 1**

Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. Children will be able to show this in their work and in discussion.

#### **Impact 2**

Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving. Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems. Children will be able to show this in their work and in discussion.