CURRICULUM INTENTIONS

Our Values and Expectations	‘Life for Learning for Life …’ Computing										
	Embracing Excellence				Celebrating Diversity				Nurturing Individuality		
	Enjoyable		Stimulating		Respectful		Challenging		Safe		Lifelong Learners
Curriculum Drivers Our Learning Curriculum	⇐ Oracy ⇒										
	Reflective		Relationships		Resilience			Resourceful			Risk Taking
Our vision for the **Computing** curriculum at Wembury Primary School	Computing teaches an understanding of the information technology, digital literacy (including e-safety) and computer science. Our curriculum will support children and young people to live knowledgeably, responsibly and safely in a digital world. Through their work in Computing, children will learn about the different elements of Computing: • Safety and security • Algorithms • Computing systems • Creating media • Data and information • Design and development • Effective use of tools • Networks • Programming • and Impact of technology National Centre for Computing Education and Raspberry Pi (2020) They will develop computational thinking skills which can be applied to problem solving in all aspects of life. The objectives of teaching Computing at Wembury Primary School are: • to enable children to explore the differences between online and offline identity - beginning with self-awareness, shaping online identities and media influence in propagating stereotypes • to enable children to explore how technology shapes communication styles and identify strategies for positive relationships in online communities. • to enable children to explore the concept of reputation and how others may use online information to make judgements • to enable children to explore bullying and other online aggression and how technology impacts those issues and equip them with strategies for effective reporting and intervention • to enable children to explore the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships - including support to understand how negative behaviours and issues can be amplified and sustained by online technologies and the strategies for dealing with them • to enable children to explore how personal online information can be used, stored, processed and shared • to enable children to explore the concept of ownership of online content UK Council for Internet Safety (2020)										

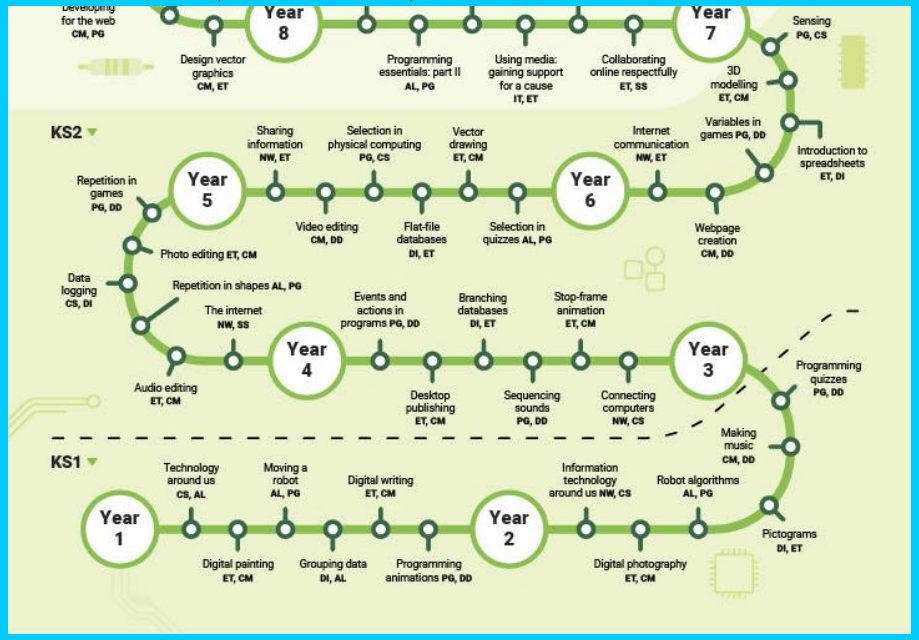
IMPLEMENTATION

CURRICULUM DELIVERY

Subject expertise allows the intentions of our computing curriculum to be delivered successfully. CPD is important in computing and all staff are being encouraged to raise any issues they have within Computing in order to ensure everyone is confident in what they teach. Good practice is always shared between staff and within WeST and all CPD is used to inform teaching and learning across the school.

Computing is taught to be taught discretely. However, where the meaningful links can be made and learnt skills applied in context, Computing will be used to support other subjects. Teaching will follow the Teach Computing Scheme of Work. This follows a curriculum journey that continuously builds skills each year from Year 1 through to Year 6. Each unit of works starts with a curriculum map that is shared with the children and reviewed at the end. The scheme allows the skills the children learn to build and prepares them for KS3 and beyond.

EYFS under discussion (new framework).



National Centre for Computing Education and Raspberry Pi (2020)

There will be two computing monitors for each class picked and trained every year. These children act as the experts in their class and meet regularly with the subject lead (Digital Leaders)

The teaching of eSafety is at the forefront of the curriculum, with it being explored with the children at least once every term. Safer Internet Day is celebrated school wide every year.

The Learning Environment	**Assemblies**	**Visitors**	**Educational Visits and Residentials**	**Experiences**	**Events**	**Partnership working with parents and carers**
Extra-Curricular Activities	**Community Events**	**Partnership working with other schools**	**Community Expertise**	**Pupil Leadership**	**House Teams**	**Responding to the News**

TEACHING (PEDAGOGY)	**Enquiry Based Learning**	**High Expectations**	**Consistent Practice**	**Challenge for All**	**Excellent Subject Knowledge**
	Working Walls	**Vocabulary Rich**	**Responsive to needs and interests**	**Reflective**	**Shared Expertise**
	Mastery	**Application of prior learning**	**Progressive**	**Enjoyment**	**Collaborative**
	Risk Taking	**Learning Skills: 5 x Rs**	**Breadth and depth**	**Pupil Led**	**Oracy**

ASSESSMENT	**Quality First Marking and Feedback**	**Whole Class Feedback**	**Unit Assessments**	**Tracking Progress Over time**
	Next step marking	**Self & Peer-Assessment**	**Pupil Conferencing**	**Moderation**

IMPACT	**ATTAINMENT AND PROGRESS** **KNOWLEDGE AND SKILLS** **READINESS FOR THE NEXT STAGE OF EDUCATION**	Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.	The impact of our Computer curriculum is that children understand the relevance of what they are learning in relation to real life concepts. We have fostered an environment where children will become increasingly critical about information and engagement online and evaluate its reliability and trustworthiness. Children will understand how to engage with technology safely. Children will be confident to discuss and share their understanding of our Computing with their peers and adults, applying their strong Oracy skills. Children will have developed the computational thinking and skills to help them explore, navigate and understand the digital world. Our Computing journey will be evidenced in online and physical class 'scrap books' packed with a range of evidence of engagement with activities showing their computing skills. Our feedback, in which ever form it take, will support children to strive to develop high quality computing skills and ensure each child reaches their potential. Children will develop an enjoyment of Computing and using Information Technology that will encourage and facilitate their own pursuit for their knowledge in Computing into the future. Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. This will be in line with the skills needed in order to access the following Key Stage – whether that be the transition from the Foundation Stage to KS1; KS1 to KS2; or the continuation of their learning journey into KS3 and beyond (see Teach Computing Curriculum Journey - The Computing Curriculum | Wembury Primary School).