

St Peter's Catholic Primary School, Winchester
Computing Curriculum

'Christ at the Centre'

Computing Curriculum Statement

- link with 'Curriculum Approach' document and subject policy

INTENT

At St Peter's, we recognise that our pupils' lives will increasingly take place within a digital medium, whether it be socially or working, and therefore we want them to be masters of technology. To not just be consumers, but be creators who develop computational thinking and creativity to understand and change the world.

Our bespoke, broad and deep curriculum has been designed to ensure that all pupils become digitally literate to enable them to understand that there is always a choice with technology and through education and positive modelling of technology (especially social media) we believe that we can enable our pupils to express themselves safely and respectfully. We believe that the core of the computing curriculum is Computer Science, where children are taught the principles of what a computer is, how digital systems work as well as how to put this knowledge to use through programming. They will also know how computing has evolved (sense of time), (sense of place and self).

Our curriculum is taught in a logical progression, systematically and explicitly enough to allow all pupils to acquire the intended knowledge and skills. Staff endeavour to embed computing across the whole curriculum to make learning creative and accessible.

By the time our children leave St Peter's, our aim is that they will be able to:

- Confidently, safely and independently access a range of technologies.
- Select and use the correct computing terminology whilst developing a range of skills including, presenting information in a range of ways, internet use and coding.

Recognise and evaluate when and what is appropriate technology to use to support learning

IMPLEMENTATION

In ensuring high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Computing is taught on a weekly basis, focusing on knowledge and skills stated in the National Curriculum.

As part of this planning process, teachers will be supported with their subject knowledge in order to plan the following:

- Clear and comprehensive cycles of lessons for each topic, which carefully plan for progression and depth concentrating on the computing skills and online safety suited to the age group;
- Use of the progression document to ensure all pupils are accessing learning skills appropriate to their age range;
- The coverage provides children with the skills to live knowledgeably, responsibly and safely in a digital world.
- Understanding of key vocabulary in order to understand and readily apply their skills;
- Ensure teachers have assessment grids and copies of assessments gathered to begin to build a picture across the school.

Some planning is available from an outstanding source (key stage computing MODLE + website) and support for planning lessons and subject knowledge is always available from the Computing leader.

Due to the nature of computing, constant professional development is needed. Skills and knowledge is developed and built upon each year with progression through computer science, information technology and digital literacy. (Progression of skills document)

IMPACT

The impact will be that children at St Peter's are equipped with computing skills and knowledge that will enable them to access the world of computing safely whilst being ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Planning, class book and child's digital portfolio will show that:

Children will achieve age related expectations in computing at the end of their cohort year.

Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

Children can analyse problems in computational terms, and have repeated practical experiences of writing computer programs in order to solve such problems.

Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Children are responsible, competent, confident and creative users of information and communication technology.

Children have opportunities to use ICT during other subjects to develop and consolidate their skills in order to master and apply them.