Computing Policy Document

At Carnagill School, our curriculum is built around the attitudes and values of independence, curiosity, aspiration, commitment, kindness and pride. Our school motto of 'Inspiring Bright Futures Together' demonstrates our commitment to developing the whole child so that they can succeed in life. Mental health and well-being is a key driver in restoring our school community after the disruption of the pandemic.

Intent

At Carnagill School, we believe that the curriculum we offer our children will:
- Respond to the shifting needs of our changing and diverse community
- Have high quality and engaging learning opportunities
- Be practical, flexible and provide real life experiences
- Develop the whole child – social, emotional, moral and spiritual development
- Promote positive well-being and develop resilience and emotional regulation
- Develop an understanding of their place in their community and in the world
- Be knowledge and skills based which will prepare the children for life
- Create a lifelong love of learning

Intent, Implementation and Impact

Through our computing curriculum, we aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop lifelong skills and knowledge. We believe that computing encourages our pupils to communicate, be creative and explore. Computing and the skills involved are of vital importance in daily life and our curriculum aims to provide children with the necessary skills to engage and thrive in an ever-growing technological society.

Carnagill Community Primary School

Basic Skills and Attitudes across the Curriculum

The quality of education is underpinned by:

Basic Skills	Attitudes
Talk	Independence
Vocabulary	Curiosity
Handwriting	Pride
Spelling and grammar	Aspiration
Arithmetic (as appropriate)	Commitment
	Kindness

Intent
Our aim is for our pupils to have the skills and confidence they need to thrive and be safe in our modern, technology-driven society. We aim for the computing curriculum to inspire and enthuse children, building secure understanding and valuable skills. It should be firmly rooted in the practical application, where children can be explorative and as they move through the school, develop in independence, applying their skills to demonstrate their learning.
E-safety is at the heart of the computing curriculum and will be both taught discretely and embedded in all lessons as it is essential that children access all areas of technology safely and develop the ability to offer advice to keep others safe online.

Implementation
Curriculum design:
Our curriculum is taught through a variety of engaging topics and, where possible, a thematic approach is taken. However, much of our Computing is discretely taught enabling concepts to be clearly and sequentially taught.
Access to Purple Mash supports teachers and pupils to apply Computing skills across other curriculum areas and supports all to access the computing curriculum with confidence so that achievable outcomes can be met.
Elements of e-safety will be evident in all lessons and be embedded within teaching.
Seesaw is used to record pupils' achievements in Computing, which has the added benefit of allowing parents to share in the children's learning.
Big Question:
Each lesson will be led by a 'big question' that acts as the driving force behind the lesson. This will lead to an environment conducive to learning with discussion and critical thinking taking place on a regular basis.
Knowledge:
Our curriculum will enable children to access a range of computing equipment and programs safely at an age-appropriate level. Children will gain confidence and use a range of technical vocabulary and language synonymous with computing and in turn develop their communication skills. The computing curriculum will offer children opportunities to explore algorithms: creating, testing and debugging. Furthermore, children will learn how to use the internet for a range of purposes and understand the vast array of ways in which information can be communicated and shared. As children move through the school, a secure knowledge across a range of programs will develop and children will display analytical and evaluative skills and be able to present their

thinking and finding in a range of ways. As knowledge is learnt and secured, teachers will be able to use formative assessment strategies to assess children on a regular basis and inform future lessons.

Teaching:

Teachers will consider the needs of all children including SEN, DPP and those working beyond age related expectation and therefore necessary support and challenge will be seen in all lessons. A range of approaches – taking tasks from the concrete to abstract – are used to support teaching and lessons do not necessarily require the use of a computer. The teaching sequence will include modelling and discussion but also offer children opportunities to explore, discuss and be independent; thus, allowing for a more in-depth understanding to form. During independent work, questioning will be used frequently to continuously stretch children and lead to more exploration. Through this questioning and discussion, formative assessment can take place to inform planning for future lessons.

Vocabulary Development:

Vocabulary and the development of vocabulary is at the heart of our curriculum. Each lesson will provide children with new vocabulary that will be used correctly and embedded in future lessons. Children will be confident in using this vocabulary and apply this in other curriculum areas where possible. Teachers will have high expectations and encourage the use of this vocabulary at every opportunity.

Impact

Children will:

• Talk confidently about technology and how it can be used
• Use a variety of hardware and software effectively for different purposes
• Use subject specific vocabulary accurately and confidently
• Be motivated and excited by their learning
• Work independently and collaboratively to achieve a final aim
• Take part in discussions and critical thinking
• Confidently talk about e-safety and be ambassadors for the topic
• Apply skills and knowledge learnt through the computing curriculum to other areas of learning
• Use computing outside of the classroom to achieve their own aims