



Chilthorne Domer Church School Curriculum Statement

Computing



'Together we Love, we Aim High and we Celebrate!'

"Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines. Why is computational thinking so important? It allows us to solve problems, design systems, and understand the power and limits of human and machine intelligence." Computing at School

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality.	Our teaching sequence will be: • Big picture: Look at and recap previous knowledge/skills that are relevant to the new learning. • Provide realistic and relevant information. • Specify key vocabulary to be used and its meaning. • Provide opportunities for the children to work interactively with the teacher acting as the facilitator. • Ongoing opportunities to apply learned skills and knowledge across the curriculum.	Pupil Voice will show: • A developed understanding of the methods and skills of people at an age-appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum: programming, technology in our lives, multimedia and handling data, as well as online safety. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing computing, their own work and identifying their own strengths and areas for development.
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure children have a broad and deep understanding of the various computing areas of learning, which include programming, technology in our lives, multimedia and handling data, as well as online safety. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as people. • Ensure an appropriate progression of computing skills and knowledge is in place over time so that pupils are supported to be the best people they can	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Display appropriate information regarding Online Safety e.g. building habits posters. • Have a signed class Acceptable User Agreement, which the class teacher can refer to during the school day to remind children how to stay safe and how to be respectful and take care of our devices. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.	Displays around school, books and digital journals will show: • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of computational understanding and skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all the areas of the computing curriculum.

be, and challenge teachers to support struggling people and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify people who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current computing-teaching research and subject development through an appropriate subject body or professional group.		
The class teacher will, with support from the curriculum leader: • Create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. This will include revision of skills, analysis and problem-solving skills. • Ensure children see the digital world as part of their world, extending beyond school. • Ensure children know and understand they have choices to make to keep themselves safe as digital citizens. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Provide children with opportunities to apply their computing skills outside of first teaching time e.g. Digital Leaders working with the Online Safety teacher and cross-curricular uses of computing to revisit misconceptions and knowledge gaps within other curriculum areas. We will measure progress by: • Assessing the impact of the current computing curriculum, taking into account a range of different sources such as online journals, Google Classroom data and teacher assessments.	Our children will be: • Digitally literate with a range of technologies. • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique and debug their own work as a programmer because they know how to be successful. • Safe and happy in computing lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses computational skills and knowledge • Develop computational skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. • Aware that they have responsibility to make safe choices when using devices and the internet. • Provided with building blocks that enable children to pursue a wide range of interests and vocations in the next stage of their lives.	The curriculum leader will: • Celebrate the successes of pupils by sharing their work appropriately in a variety of forms including the online journals and through the school website and Facebook posts. • Collate appropriate evidence over time which evidence that pupils know more and remember more. This can be found through the Online Safety survey at the beginning of the year, pupil voice interviews, quizzes and evidence within class online journals. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.