



Kidmore End CE Primary School Computing Curriculum

Intent

At Kidmore End CE Primary School, we want our pupils to be masters of technology and not slaves to it. Technology is everywhere and will play a pivotal part in pupils' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils.

Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers. Across the Computing curriculum we want our children to acquire and then secure knowledge and transferable skills that are progressively embedded from early years to KS2 and beyond.

Implementation

At Kidmore End CE Primary School, we follow the National Curriculum programme of study which covers all three areas of Computing: Computer Science, Information Technology and Digital Literacy. From Summer 2022, we have carefully selected a scheme of work that we feel more than adequately covers the National Curriculum statements for Key Stage 1 and Key Stage 2. Computing will be planned, taught and assessed using the online scheme of work, resources and assessment tool from Teach Computing.

Teach Computing provides an innovative progression framework where computing content (concepts, knowledge, skills, and objectives) are organised into interconnected networks called learning graphs. Teachers use these learning graphs to directly inform lesson planning and to identify opportunities to assess pupil understanding at key points in a lesson or unit. These creative and exciting lessons are carefully timetabled so that each class has access to at least an hour a week in the ICT suite. Whilst we use the units provided in this scheme of work, teachers will change their medium term plan so that strong curriculum links can be made with subjects such as Mathematics, English, Art and Science.

Our children begin their journey with technology in Early Years, with access to computers, as well as some time spent in the computer room to familiarise children with a desktop setup. Teachers facilitate children's curiosity with challenge and modelling how to use all ICT equipment carefully and safely.

Impact

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the why behind their learning and not just the how. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well-being. Finding the right balance with technology is key to an effective education and a healthy lifestyle. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond.

We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.