****



Amberley Parochial School

Curriculum Statement for Computing

|  |
| --- |
| **Vision** |
| ***Providing the rich soil that enables our children to develop deep roots and flourish*** |
| **Intent** |
| The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. However, we want pupils to be masters of technology and not slaves to it. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content- Technology is everywhere and will play a pivotal part in students' lives. At Amberley Parochial Primary, 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. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology. 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 skillful 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 have the independence and confidence to choose the best tool to fulfil the task and participate fully in the modern world. |
| **Implementation** |
| Planning for computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage. Long term planning has been developed using the National Centre of Computing Excellence (NCCE) planning and demonstrates coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage 2 as identified in the Computing POS. Medium term planning takes account of differentiation and progression and is based on NCCE scheme progressions in Programming, Computational Thinking, Creativity, Computing Networks, Communication/collaboration and Productivity. Key skills in information technology are developed through Multimedia and Handling Data threads and are integrated into learning in other curriculum areas. A progressive online safety curriculum (Project Evolve) ensures that all pupils are able to develop skills to keep them safe online. Together with the threads of Computing Networks and Communication/collaboration, online Safety is developed through PSHE and builds the skills and understanding of Digital Literacy. Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning. |
| **Impact** |
| As a school, we strive to ensure our children’s progress is in line with or exceeds national expectations, whatever their starting point in primary education. We encourage our children to enjoy and value the curriculum we deliver. Children are encouraged to discuss, reflect and appreciate the impact computing has on their learning, development and well being. Through this, children can address misconceptions, experience challenge, provide reasoning and problem solve together. Finding the right balance with technology is key to an effective education and a healthy life-style. 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. We also look for evidence through reviewing pupil’s knowledge and skills digitally through tools like Seesaw, observing learning regularly and taking ‘pupil voice’ to dig deeper into children’s understanding, progress and attitude towards the subject. Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes. |
| **How we support children with Special Educational Needs in this subject area:** |
| We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of ‘Quality First Teaching' throughout the day in every curriculum subject. Teachers use a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs.In computing, our pupils with a special educational need are supported by using a progression of skills combined with structures or materials that allow them to access their learning. This allows children to make progress from whatever their starting point. Access arrangements might include classroom-organisation and grouping, visual resources, memory aids, pre-learning of key vocabulary and concepts, and in some cases 1:1 and personalised teaching. Computing and Information Technology are essential tools for inclusion.  They enable children with SEND, whatever their needs, to use technology purposefully in ways that make the wider curriculum accessible, empower those with communication difficulties to engage with others and to fully include everyone in activities and learning. We believe that children should be taught to harness developments in technology that will assist them in achieving within a broad and balanced curriculum.  |