Subject and Year Team Curriculum Statements

Subject/Year Team: Computing

Intent

What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group?

We want pupils to be prepared for the ever-changing technological demands in society. We make Computing an engaging and challenging learning experience. Our aim is to give our pupils the skills and knowledge that they will need to thrive in the modern era.

How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map.

Each year builds on the previous learning and covers the national curriculum objectives over KS2.

How does the curriculum reflect British Values, PSHE and SMSC?

E-Safety underpins the way we teach Computing. We show them the benefits of using technology but also reiterate the importance of staying safe online. E-Safety is taught at the beginning of each term for each year group. This is taught through discussions with the pupils, circle time activities, role play and interactive activities. We show the children the importance of protecting our personal information safe, including photos, addresses and passwords. This is also taught through the PSHE modules, including discussions about social media.

How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum?

We recognise the wide differing abilities of Computing and ICT abilities. This can be because of the access to ICT equipment at home, meaning some do not. We provide learning opportunities that fit the abilities of the pupil. We achieve this through:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping pupils by ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity depending on the ability of the pupil.

To what extent have we made the objectives clear and how will everyone know them?

The curriculum map is accessible to all. Lessons are planned based on the objectives identified in the curriculum map. The curriculum team ensures that the lessons meet objectives through meetings to review planning and assessment sessions to monitor learning and progress.

Implementation – how do we deliver our curriculum?

How does the current curriculum match our intention (the points identified above)?

The curriculum has lessons devoted to developing the skills we want the pupils to achieve whilst at BVS. The objectives are age appropriate and have clear progression through the year groups.

How do the subjects/topics we are teaching link together? What cross-curricular links are there (in particular the development of reading, writing and maths)?

Computing has vital links with Mathematics, Science and Design and Technology. The main basis is Computer Science, in which pupils understand the principles of information, how digital systems work, and how to apply this to programming. Computing also allows pupils to express themselves digitally, preparing them for the digital world.

How are we encouraging progression as pupils move through the school?

Objectives are planned so there is a natural age-appropriate progression through the school. Pupil's previous learning is built upon and developed in Computing as they progress through the Year Groups.

How do we adapt our curriculum for the different ability groups? How are the pupils grouped?

We teach Computing to all pupils, whatever their ability. Teachers provide learning opportunities matched to the ability of the pupils. We also incorporate different technologies to allow pupils with special needs to access the activities. We recognise the wide differing abilities of Computing and ICT abilities, often due to differing opportunities at home. As a result, we do not group the pupils by ability for Computing. Instead, we encourage buddy systems to support those that need it, as well as encourage the more confident pupils to share their knowledge with others. Each lesson has a challenge activity to stretch and challenge.

Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?

All lessons are taught by a qualified teacher and uses resources from outside computing organisations. We have in-house training and staff use Teach Computing which offers individual training and support.

Impact – what difference is our curriculum making to pupils?

How well are pupils learning the content outlined in the curriculum? How do we know – (what data do we use)?

Objectives have been created using the National Curriculum to ensure coverage is complete. Insight is used to assess the pupil's attainment within the subject.

How well are pupils prepared for the next stage of education? Where do they go to? How do we know?

We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks. Pupils are encouraged to develop a confident and safe approach to computing and the use of ICT, with the understanding of the capabilities and flexibility of their resources. With the knowledge that Computing and ICT will undoubtedly continue to form a major part in the pupil's life at home, in further education and places of work, we ensure the Computing and ICT experiences and abilities that the pupils are equipped with at BVS, are effective and transferrable life skills.

How do we know our curriculum is having an effect across all pupils, including the different identified groups?

The skills and strategies taught are demonstrated by students when faced with difficulty. Pupils are able to verbalise how they came to a decision.

How well are the key subject knowledge and skills consolidated before moving onto the next unit? How do we know?

We plan activities that build on prior learning and makes links to existing knowledge. We plan progression into the activities, to give an increased challenge for the children as they move up through the school.

How well developed are pupils' learning habits and learning skills? How do we know?

We give pupils the opportunity to work with others and communicate effectively with their peers. We encourage them to reflect on how well they have worked with others and discuss how any communication affected their learning.

How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

Planning is continually adapted to meet the changing issues – as technology advances and new opportunities arise, as well as any new challenges for the pupils that they are prepared for the new digital age. Each Year Group regularly evaluates and adapts their planning.