Catcott Primary School Curriculum Statement
Computing

We aim to deliver a broad, balanced and ambitious computing curriculum to encourage our children to be confident, creative and independent learners and to enable them to participate effectively and safely in the digital world.
Our ambition, for our children, is for them to be able to apply their computing skills and knowledge to their next steps in education and future careers. To become masters of technology in the ever-changing, modern world in which we live.
Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety using 'Computational Thinking' skills to ensure that children become competent in safely using, as well as understanding, the technology around them.

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 and skills that are relevant to the learning. • Specify key vocabulary to be used and its meaning • Provide realistic and relevant information. • Provide opportunities for the children to work interactively, with the teacher acting as the facilitator. • Ongoing opportunities to apply learnt skills and knowledge across the curriculum.	**Pupil Voice will show:** • An understanding of computing skills at an age appropriate level. • A secure understanding of each key area of the curriculum. • Confidence in discussing computing, their own work and identifying their own strengths and areas for development. • Progression in the skills pupils learn as they move through the school. • A progression in the vocabulary pupils use to discuss computing, as they move through the school. • Enthusiasm and excitement from pupils about the computing curriculum.
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more. • Ensure an appropriate progression of computing skills and knowledge is in place over time so that pupils are supported to be the best they can be, and challenge	**Our classrooms will:** • Provide appropriate, high quality equipment needed to implement the computing curriculum. • Be organised so that pupils can work in pairs, small groups or as a whole class, as appropriate, to support in the development of their skills. • Allow for quality modelling from the teacher of the skills required, before children practice these skills.	**Pupils work will show:** • Pupils have had opportunities for practice and refinement of various skills. • That children have been taught a variety of different aspects of computing. • Development and final pieces of work which showcase the skills learned. • Clear progression of skills between year groups, in line with expectations set out in the progression grids.

teachers to support struggling pupils and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Support staff to acquire the knowledge and skills they need in order to teach the curriculum effectively. • Keep up to date with current history research and subject development through an appropriate subject body or professional group.		• That children have had the opportunities to work both independently and collaboratively to develop their skills.
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. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources and modelling are appropriate and high quality, so that all pupils have the necessary materials and acquire the skill to succeed in the lesson.	**Our children will be:** • 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 their own work 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 on developing their computational skills and knowledge • Developing their computational skills as a result of careful planning, focused delivery and time to practice and hone their skills.	**The curriculum leader will:** • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more about computing • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide any CPD necessary to support staff in their teaching of the computing curriculum. • Monitor progression in computing across the school, to ensure pupils are always appropriately challenged.