

**** Intent –

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

By the time they leave Compton and Up Marden, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. They will also be conscientious and safe users of networks both local and online; knowing what cyberbullying looks like and how to deal with it safely and effectively as responsible digital citizens.

***** Implementation -

At Compton and Up Marden, computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use the 'Kapow' Computing scheme as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics. We have a bank of laptops (including new ones as of January 2020) to ensure that whole class groups have the opportunity to use up to date and reliable devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon. For example, children in Key Stage 1 learn what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms.

**** Impact –

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. The pupils initiate their learning via a multitude of definite, yet engaging tasks which are woven into larger termly projects. The evidence retrieved from this is used to feed into teachers' future planning, and as a topic-based approach continues to be developed, teachers are able to revisit misconceptions and knowledge gaps in computing when teaching other curriculum areas. This supports varied paces of learning and ensures all pupils make good progress.

Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical thinking, computing at Compton and Up Marden gives children the seeds from which they can grow their lifelong learning and enable them to pursue a wide range of interests and vocations in the next stage of their lives.