

**Christ the King Catholic and Church of England Curriculum Policy**

Computing

*I have come that they may have life and have it to the full (John10:10)*

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| Approved by: | IEB | Date | Autumn 2020 |
| Next review due by: | Autumn 2022 | | |
| Signed on behalf of governors: |  | | |

**CURRICULUM AIMS**

At Christ the King, we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to inspire our learners to feel empowered and able to become responsible citizens in the community and the wider world, whilst motivating them to aspire and achieve the highest standard.

We aim to

* provide a Christian education based on the life and teaching of Jesus Christ, in which the Gospel values underpin all aspects of school life
* embed our core Christian values at the heart of our curriculum
* provide a nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth
* provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

Creativity

Hope

Respect and Reverence



Wisdom

Forgiveness

Perseverance

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| **INTENT** |

***Computing INTENT***

***At Christ the King Catholic and C of E Primary School our Intent is to give children a Computing curriculum which enables them to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology***

At Christ the King, our aims are to fulfil the requirements of the National Curriculum for Computing providing a broad, balanced and differentiated curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for our children to develop a love of Computing. We aim

* To enable children to become confident coders on a range of devices.
* To create opportunities for collaborative and independent learning.
* To develop children’s understanding of technology and how it is constantly evolving
* To enable a safe computing environment through appropriate computing behaviours.
* To allow children to explore a range of digital devices.
* To promote pupils’ spiritual, moral, social and cultural development.
* To develop ICT as a cross-curricular tool for learning and progression.
* To promote learning through the development of thinking skills.
* To enable children to understand and appreciate their place in the modern world.

In order to develop the Computing and ICT capability and understanding of each child we follow the three strands of the National Curriculum: Computer Science, Digital Literacy and Information Technology. Wall three strands are taught within the classroom and we ensure continuity throughout the school to ensure that experience and skills are developed in a cohesive and consistent way. We follow the Scheme of Switched on Computing to fulfil the requirement of the National Curriculum

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| **IMPLEMENTATION** |

Computing teaching at Christ the King focuses on enabling children to think as programmers and is led through enquiry-based learning to encourage questions and interpret technology.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we progression is planned into the scheme of work, so that the children are increasingly challenged as they move through the school. All teachers have a curriculum folder with Yearly Overviews and a Skills Grid to assist with planning objectives. These objectives are planned for each half-term using the Switched on Computing resources. Curriculum Folders contain vocabulary expectations for each topic and are progressive as the children move through school. Where appropriate, staff draw on a rich bank of secondary internet resources.

NB During the global pandemic, medium term plans have been adapted so they can be shared in an accessible way on the school website to support Home Learning

To ensure high standards of teaching and learning in Computing, we implement a curriculum that is progressive throughout the whole school. Computing is taught in discrete lessons for a minimum of one hour each week. Work is recorded on netbooks and Ipads and teachers keep an electronic folder of evidence . Each new topic has a Learning sequence which lists the specific learning strands (Computer Science, Digital Literacy and Information Technology) that will be taught. Presentation and feedback on learning are in line with whole school policy and monitored in the same way by the subject leader.

Computing provides excellent opportunities to enhance the learning of more able pupils through planning lines of enquiry and asking open ended questions and the use and interpretation of technology.

Computing contributes significantly to the teaching of personal, social education and citizenship.

We encourage children to working as part of a team and collaborating to use computing devices effectively. It is important to develop knowledge of lawful computing behaviours and to demonstrate respect for computing laws. We also teach that we should take responsibility for our own computing behaviours. Internet safety is also a key part of our curriculum, it is covered through PSHE and Computing lessons Internet access is planned to enrich and extend learning activities across the curriculum. However, we have acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies both in school and outside. Rules for responsible Internet use are displayed next to computer sand in each classroom within our school.

**ASSESSMENT**

Computing assessment is based on teacher’s assessment Teachers will assess children’s work by making judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Next steps verbal feedback is given to the child in line with whole school policy. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a whole unit of work, the teacher makes a summary judgement about the learning of each pupil in relation to the learning Strands identified and shared at the start of the unit. Children are assessed as Working Towards, at Age Related Expectations or Greater Depth. This is then reported on the school assessment grid held on the school server.

These are collated half-termly by the subject leader. The percentage of children working above at and below age-related standards are calculated and this is used to monitor progress, evaluate impact and inform future actions.

These assessments are shared with the next class teacher as a record of a pupil’s progress throughout the year.

At Christ the King, we are committed to engaging with parents and carers and believe that they should be actively involved in their child’s learning. We encourage children and parents to discuss their topics at the start of a unit and send enquiry questions into school that can be researched or investigated. These are displayed on the ‘Tree of Enquiry’ in each class. Each half-term, a range of open-ended home learning tasks are set to encourage participation and creativity.

**EARLY YEARS**

Nursery and Reception pupils are taught through the EYFS curriculum using ‘Development Matters’ goals and is assessed using the Early Learning Goals where clear outcomes are found in the section related to Understanding the World (UTW). The work is ongoing throughout the year and is differentiated according to ability.

**INCLUSION**

All children receive Quality First Teaching. Any children identified with SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, interesting and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

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| **IMPACT** |

Monitoring of the standards of children’s work and of the quality of teaching in computing is the responsibility of the computing subject leader. This is done in a variety of ways and informs future actions. Within computing, we strive to create a supportive and collaborative ethos for learning.

We measure the impact of our curriculum in the following ways:

* Using dialogic learning tasks to assess children’s understanding
* Summative assessment
* Observations of the children’s practical learning
* Displays and working walls
* Interviewing the pupils about their learning (pupil voice)
* Staff professional development meetings where pupil’s work is scrutinised and there is the opportunity for a dialogue between teachers to consider quality, content and consistency
* Assessing standards at the end of each unit
* Annual reporting to parents

The computing subject leader will continually monitor the impact computing teaching is having on the pupil’s learning through scrutinised books, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the pupils, continually revisited and pupils demonstrate developing independence with their learning.

**Continuing Professional Development**

CPD for staff is always ongoing through staff meetings or Team meetings delivered by the computing subject lead. All staff are regularly updated with any changes.

There is a vibrant professional dialogue about the teaching and learning of computing. Staff are committed to providing the highest quality of teaching and learning and they demonstrate a strong desire to continually develop their own knowledge and skills in the teaching of computing. This might be through formally planned Professional Development Meetings, professional conversations, shared planning sessions or email exchanges.

The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.