

Computing Curriculum

At Eastwood Village Primary School, we are working towards developing our children to become independent, confident and responsible users of technology. Our intention is to engage them in an ambitious computing environment in order to prepare them for a rapidly changing world. All learners will study a computing curriculum which is rich in knowledge and skills.

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>The computing curriculum at Eastwood follows the National Curriculum as a basis for its content. It has been designed to enable children to become computational thinkers when programming and creative users of information technology. We also aim to ensure that all pupils become digitally literate and can use technology safely, respectfully and responsibly. Online safety is embedded within the computing and PSHE curriculum</p>	 <p>Pedagogical Approaches</p> <p>Computing is exploratory and predominantly child lead. The scheme supports the progression of skills, knowledge and vocabulary. Teachers give pupils the skills to approach a task in their own way.</p>	 <p>Approach to Assessment</p> <p>Assessment is formative and the Teach Computing scheme paired with Teachers' understanding of the pupils ensures that learning is differentiated effectively. At the end of each session, children are asked to recognise and evaluate their own success against the learning outcome. A clear progression of skills and knowledge is in place to ensure we have a clear understanding of if pupils are working at, towards or exceeding group expectations.</p>
 <p>End Points</p> <p>By Year 6 pupils will be more independent in their use of technology and will conduct themselves safely and responsibly. Children will be able to use the knowledge and skills developed each year with a focus on the 3 areas of computing; Computer Science, Digital Literacy and technology and information. Which will allow the children of Eastwood with the skills to enforce social justice as they will be more employable.</p>	 <p>Teachers' Expert Knowledge</p> <p>We want to ensure we deliver powerful knowledge and skills to our children as they gain confidence and understanding in computing. The computing lead delivers sessions in computing and online safety across the school and demonstrates good subject knowledge as required by the DfE. Teachers are provided with an overview of the required skills and knowledge being taught rather than the technology being used. Some teachers across the school teach their own computing lessons with guidance from the subject leader.</p>	 <p>Performance Data</p> <p>Data is not published nationally for computing.</p>
 <p>Sequencing</p> <p>Careful consideration has been given to how the different elements of the subject should be sequenced. The curriculum has been broken down into 4 parts: Data Handling, Creating media, Programming and Digital Literacy. Each block begins with a focus on prior knowledge acquired in previous lessons or at home.</p>	 <p>Promoting Discussion and Understanding</p> <p>To develop understanding in computing, many concepts are first taught through role play or unplugged activities (away from computer). This leads to conversations and discussions about how computers actually work or what the code is actually doing in the program. By doing , children are exposed to Key Vocabulary and Core knowledge. Children often work in pairs to promote discussion and to build understanding.</p>	 <p>Pupils' Work</p> <p>Children's work is recorded in a range of way dependent on the activity. Work is predominantly collated in a work book and saved on a Pupils One Drive. This, helps the child to make links from prior to new learning by looking back at previous work. Work is monitored by the subject leader to ensure there is sequence, progression and greater independence by higher year groups.</p>
 <p>Addressing Social Disadvantage</p> <p>There is a current and future demand for digital skills with over 21,000 people being employed in digital industries across Sheffield in 2017. The government report "No longer optional: employer demand for digital skills" states that, "Overall, roles requiring digital skills pay 29% (£8,300) over those roles that do not (£37,000 vs £28,700)." The computing curriculum is designed to ensure that all pupils have the opportunity to succeed. The aim is to deliver the curriculum to all pupils and to support individuals in keeping up with the pace of the scheme of work across the school. We are also conscious that we are socially deprived area and due to this, we provide resources for home use to deprived families.</p>	 <p>Knowing More and Remembering More</p> <p>The first lesson for each unit of work is used to review the ideas mastered in previous units or to find out what the children already know about the area being taught. Opportunities for retrieval practice are included in computing lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year.</p>	 <p>Talking to Pupils</p> <p>Through the use of Pupil Voice Surveys, the subject leader monitors progress. Children Pupil Voice makes it clear that Pupils value and enjoy computing which has also been expressed through Computing competitions.</p>



Local Context

As one of the most deprived areas in the UK, it is important for us to bridge the digital gap. To do this, we are providing resources for home use. Additionally our curriculum is focused around pushing digital literacy skills.



Teacher Assessment

Formative assessment is used to implement the computing curriculum. This is achieved through observations, quizzes, self and peer assessments using success criteria to assess a final project. The teacher plans opportunities in the lesson to check that pupils understand, can do the task, can problem solve, can predict and can explain using the key vocabulary.