



Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the Wider Curriculum
- Strive to be healthy
- Love language.

Statement of Intent for Computing

At Deepdale Community Primary School we see the aim of Computing to enable children to find, explore, exchange and present information. We also intend to focus on developing lifelong skills to allow our children to use technology in an effective manner.

Vision for Computing

Our vision for Computing is for children to explore and develop their use of computers and other forms of technology. Technology has become an essential part of the way in which we work and entertain ourselves; almost everything we do at school now involves the use of technology. For example:

- Using instructions, logic and sequences;
- Safely connecting with others;
- Using technology to communicate ones ideas;
- Using databases to collate and understand information;
- Searching effectively using search engines;
- Delivering lessons via interactive whiteboards;
- Communicating effectively by email, blogging and social media

We aim to equip children with the skills to participate in a world of rapidly changing technology. A further aim is to enable children to develop their problem solving and critical thinking skills when exploring coding. This is a major part of enabling children to be confident, creative and independent learners.

The National Curriculum 2014 states:

The National Curriculum aims to ensure that all pupils in Key Stage 1:

- recognise that a range of technology is used in places such as homes and schools.
- select and use technology for particular purposes.



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- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

The National Curriculum aims to ensure that all pupils in Key Stage 2:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Curriculum Implementation

Principles of Teaching and Learning

At Deepdale Community Primary School our Computing curriculum is delivered through a carefully constructed scheme of work, which is supported by Purple Mash. This is further supported through the use of Chris Quigley's Threshold Concepts. These are:

1. **Code** – This concept involves developing an understanding of instructions, logic and sequences.
2. **Connect** – This concept involves developing an understanding of how to safely connect with others.
3. **Communicate** – This concept involves using apps to communicate one's ideas.
4. **Collect** – This concept involves developing an understanding of databases and their uses.

These concepts have enabled us to develop a Curriculum which enables our learners to succeed at their expected standards or above.

We recognise that all classes have children with a wide range of computing abilities. This is especially true when some children have access to varied technology at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks which challenge those children exceeding expectations;
- setting different tasks for different ability groups within the class;
- providing resources of different complexity that are matched to the ability of the child;

For all children in Nursery and Reception we encourage the understanding of technology in the world around us as an integral part of their work. As a Reception class is part of the Foundation Stage, they aren't considered part of the National Curriculum. Therefore, we relate the technological development of the children to objectives set out in the Development Matters documentation, which underpin the curriculum planning for all children from birth onwards.



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Sequencing of Learning (Why have you sequenced the curriculum this way?)

Our Curriculum consists of four main areas to ensure that full exploration occurs;

1. Code
2. Connect
3. Communicate
4. Collect

Due to the complexities of coding and collecting, these will be taught in each year whilst getting progressively difficult. Each year, the children will reflect on learning from the previous year to consolidate before building on this. Communicating will be taught every year over a variety of different software. The software will become increasingly complex and more in line with the resources used in later life. Due to the increasing number of technological literate children, the connect threshold is a huge part of our Online Safeguarding Topics. This will be covered each term to ensure our children have the skills needed to use technology safely and responsibly. Our curriculum sets out to improve upon the basic skills of all of our children.

Reading across Computing

Children at Deepdale Community Primary School are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills across Computing. When coding, children will be expected to read the instructions given to complete a task. They will also be expected to read, understand and use a variety of vocabulary.

Learning Environment

At Deepdale Community Primary School we aim to develop a love of language in all children. Therefore, all vocabulary should be displayed and shared with the children to be used throughout the lesson.

Relationship to other subjects

The teaching of Computing contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while role-play simulations and the Internet proves very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way. Much of the software we use is generic and can therefore be used in several curriculum areas.

There are clear links to PSHE throughout the Computing curriculum as the children will be exploring respect and how to be safe in the wider world.

Inclusion

At our school, we teach Computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, those children with barriers to learning and we take all reasonable steps to achieve this. See other relevant policies relating to the above issues.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively (e.g. a lot of software can be differently configured for different ability ranges). Assessing progress against the success criteria for a session or series of sessions ensures that our teaching is matched to the child's needs.

Support through interventions which can sometimes lead to the creation of a Targeted Learning Plan (TLP) for children with special educational needs. The TLP may include, as appropriate, specific targets relating to computing.



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In some instances, the use of technology has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation.

We enable pupils to have access to the full range of activities involved in learning computing. We have a range of software which is designed to include all learners. Our hardware can accept a range of input devices catering to pupils with specific difficulties.

Curriculum Impact

Assessment

Assessment is on-going and is a vital tool to aid future planning. Children are assessed in their oral responses as well as their written work and each child's progress will be noted. In KS1 and KS2 teachers will assess the children using the end of key stage expectations and in the Foundation Stage children will be assessed using Purple Mash's Assessment Tools. In KS1 and KS2 the children will be expected to save their work in their own Purple Mash area which can be accessed by the teachers and the Subject Leaders. Floor books are also utilised to showcase Online Safeguarding where discussions are recorded through written work and photographs.

Reporting

Children's progress and attainment will be reported to parents in their annual report. As a school, we base these reports on the Purple Mash outcomes.

Recording

In KS1 and KS2 the children will be expected to save their work in their own Purple Mash area which can be accessed by the teachers and the Subject Leaders. Floor books are also utilised to showcase Online Safeguarding where discussions are recorded through written work and photographs. Verbal feedback will be given.

Monitoring and Evaluation

The coordination and planning of the Computing curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in Computing and by providing a strategic lead and direction for this subject;
- reviews evidence of the children's work and talks to children about their computing work;
- regular reports are made to the governors of computing provision and to our computing governors.

Resource Management

Our school is developing an appropriate iPad-to-pupil ratio. All technological equipment that is in school is recorded in the asset management register and is saved online within ischool audit.

We employ a technician to keep our equipment in good working order. Members of staff report faults to the Computing subject leader so they can then be dealt with by the technician. The technician will also set up new equipment, and install software and peripherals.

In order to keep our school computers virus-free, no software from home will be installed on school computers. Where teachers are transferring files between their home and school, they must have up-to-date virus protection software on their home computers. We also support the use of OneDrive in school for all staff.

Safety

Deepdale Community Primary School follows the guidelines set out in the school's Health and Safety Policy and the Lancashire County Council appendix which links specifically to Electrical Safety at Work. Risk assessments are carried out on a yearly basis for all electrical equipment through PAT testing and for specific users of Display Screen Equipment (DSE) assessments.



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As a school we ensure that we teach all elements of the Online Safeguarding strand of the Computing curriculum through the year to make sure that the whole school community uses technology safely and respectfully, refer to the Online Safeguarding policy.

Review:

This policy was written in October 2017 and will be reviewed in October 2019.

This policy was reviewed in October 2019 and will next be reviewed in October 2021.

This policy was reviewed in October 2021 and will next be reviewed in October 2023.

This policy was reviewed in November 2023 and will next be reviewed in November 2025.

Helen Usher

Policy revised: 28th November 2023.

Review date: November 2025.