COMPUTING AT High Clarence

Our computing curriculum aims to offer a high-quality curriculum which will inspire children and develop the necessary skills needed to become digitally literate and thrive in an increasingly changing and fast-paced world.

Big Ideas

Digital literacy (communication methods, research and reports, problem solving, typing, editing, formatting)
Identity (Identifying risks and consequences online, effect passwords and systems, understanding of social media, positive and negative impacts of digital technology).
Real World Links (Real life applications of software and hardware, developing effective life skills and the benefits and limitations of ICT.

Organisation and Sequencing

- Half termly units varying across the year groups, developing and broaden key skills at each stage.
- Content of the National curriculum and skills development that relevant for today's world

Computing in EYFS

- Fundamentals of e-safety, digital literacy, computer science and information technology

Computing in KS1

- Units include typing skills, coding, e-safety, photo editing and data handing
- Units are taught in a sequential manner, building on previously taught skills and knowledge
- Basic skills and knowledge are acquired via a range of technologies.
- All units focus on developing skills towards presenting a final outcome.

Computing in KS2

- Units include word processing, e-safety, animation and drawing, presentations and data handing
- Units are taught in a sequential manner, building on previously taught skills and knowledge
- Acquired skills are continued to be built upon as children move through KS2 building towards children being digitally ready for KS3.
- All units focus on developing skills towards presenting a final outcome.

Links with other subjects

- Knowledge and skills taught through computing curriculum are used across other areas of the curriculum- for example…
- Research using handheld technology in History, Geography, RE, Art.
- Presentation skills via laptop on PowerPoint
- Data logging in Science and DT

Retrieval Practice

- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge

Assessment/Intervention

- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning, personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions.

Accessibility

Everyone has access to the History curriculum at the same pace.

Support is provided for those learners who require it- scaffolds are used to develop a secure understanding.

Considerations is given for learners who grasp concepts more rapidly- questions are used to deepen learning.