

### Intent: What do we want children to learn?

At Rodbourne Cheney Primary School, we deliver a carefully designed curriculum that ensures all pupils to embrace and thrive in the digital world. Our Computing Curriculum is a theory-based approach. All pupils will have sessions to understand and implement their skills in real world contexts while maintaining their online safety.

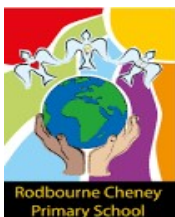
We want our children to become confident users of computational thinking which will enable them to solve problems using creativity, resilience and critical thinking skills. We aim for our pupils to become confident, independent and digitally literate technology users through quality teaching and a variety of software and apps. At Rodbourne Cheney, pupils are supported and challenged at every stage of their learning, while ensuring that our curriculum is accessible to every child.

We want our pupils to gain a breadth of experience that enables them to become digitally literate, develop their understanding of themselves as responsible digital citizens and operate confidently in the 21st century workplace.

### Key areas for development:

\*For online safety to become a priority for all classes to enhance the safety of our children online.

## Computing Intent, Implementation and Impact Statement



### Implementation: How do we do it at Rodbourne Cheney?

Rodbourne Cheney Primary School introduces children to a diverse range of technological devices, software and applications through discrete Computing lessons that deliver a depth of understanding and skills across each topic. Where appropriate, Computing will also be used to create meaningful links between the computing and wider curriculum.

Children are taught how to use a wide range of software to accomplish a variety of goals. Pupils access devices including laptops, iPads and programmable robots to expose them to different ways of implementing computational thinking to solve problems.

We offer a balanced coverage of the key strands of the National Curriculum; Information Technology, Computer Science and Digital Literacy. Children experience all three strands in each year group, with the subject knowledge and vocabulary becoming increasingly complex, building upon prior learning and demonstrating progression. One example would be how children in Key Stage 1 learn what algorithms are, before going onto the design stage of programming in Key Stage 2, where they design, build and debug their own algorithms.

At RCPS we also follow a broad, balanced and progressive online safety curriculum which has been developed from the Education for a Connected World framework. This curriculum educates our pupils in a wide range of online safety topics to ensure they are aware of potential risks and know how to best protect themselves, as well as teaching them to be positive digital citizens and use technology in a safe and respectful manner. This is implemented through links between other areas of the curriculum like reputation and bullying in PSHE as well as discrete online safety lessons that are both proactive and reactive to current events. We also encourage the use of technology across other areas of the curriculum, as well as at home, to give pupils opportunities to apply their skills and knowledge to different contexts.

### Impact: What are the outcomes and strengths?

Learners revisit key strands of the curriculum twice yearly ensuring that key knowledge is retained and revisited, offering progression throughout year groups as their vocabulary and knowledge grows. This is reflected in Concept Cartoons allowing children to apply their knowledge to practical situations.

Learners receive training on a variety of different software and hardware that enables them to be prepared for their next stage of education. Children will be digitally literate and be able to recognise and apply previous skills to a variety of contexts, being able to use technology effectively and, most importantly, safely and responsibly.