**Rose Wood Academy**



Subject Statement for Computing

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Computing Overview

Computing Progression

Subject Statement for Computing

# **Curriculum Aims**

At Rose Wood we aim to implement the Computing curriculum in such a way, that it prepares children for life in Modern Britain. We achieve this by designing tasks that require computational thinking and creativity. Technology is constantly evolving and changing with work and leisure activities increasingly transformed by technology; at Rose Wood we provide opportunities for children to experience a wide range of hardware and software to ensure that they are prepared for such changes and have the skills to be resilient when faced with new challenges. The core of computing is computer science, in which pupils are taught how digital systems work, and how to put this knowledge to use through programming. Lessons focus on the correct use of technical vocabulary and children are encouraged to use this. We frequently revisit skills, through the design of the curriculum, and provide plenty of opportunities to build upon prior learning. Embedded in the curriculum is a key focus on digital resilience; we aim for all pupils to be able to use technology safely and responsibly, and to recognise risks, whatever platform they are using.

# **Subject Content and Organisation**

The Rose Wood Computing curriculum is delivered through the Enquire Learning Trust scheme, which is congruent with the National Curriculum. The curriculum looks at the progression needed for all pupils to develop and embed skills and knowledge within the strands of digital literacy, digital resilience, coding, computer science and app specific learning. The content focusses on skills development and progression but does incorporate subject specific knowledge and technical vocabulary, and also offers plenty of opportunities to revisit content from previous units. At times, computing may stand alone; however, it is also incorporated into our Enquiry Driven Learning projects where children are encouraged to express themselves and develop their ideas to create a wide range of projects, building on the knowledge they have gained from computing lessons as well as reflecting on their own experiences.

# **Embedding Knowledge**

The curriculum is designed in a way that supports progression and allows children to revisit skills and knowledge. Learning about the same aspect of computing through different computing medium enables a more secure, deeper learning and mastery of computing skills, allowing children to become digitally literate at a level suitable for the future workplace and as active participants in a digital world. The curriculum is mapped through each strand of computing learning throughout school in order for teachers to plan for and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

# **Leadership Activities**

As with all subjects, the quality of teaching and learning for Computing is every leader’s responsibility and all leaders will have an oversight of the quality of teaching and learning for computing. There is also a designated computing lead who has ownership of certain aspects of the curriculum. As well as supporting the leadership team to ensure the highest standards of teaching and learning for computing are maintained, the computing lead will also be the ‘subject champion’ and will keep abreast of all the new developments that are happening within the subject as well as ensuring high levels of subject knowledge which they will use to support others. They are also in charge of maintaining and acquiring the appropriate resources and supporting staff with their use. The computing lead will deliver some subject specific CPD or will identify appropriate external CPD for staff. The computing lead will also perform monitoring and evaluation on an ongoing basis and feedback their findings to the SLT.

Monitoring and Evaluation

Monitoring and evaluation is ongoing throughout the year. The monitoring will be carried out by the computing lead but other senior leaders will monitor the subject at certain points throughout the year. The main activities that make up the monitoring process are:

Learning walks and enquiries

Video evidence

Pupil Voice

Teacher Voice

Planning and content coverage checks

The Computing lead and the SLT will evaluate the outcomes from these monitoring activities. This evaluation will be used to inform next steps for development such as identifying CPD for staff, supporting with subject knowledge or improving use of or access to resources. The evaluation will be used to produce subject specific action plans and inform the evidencing for subject specific causal chains.

These activities will take place throughout the year but there will be at least one ‘deeper dive’ activity that takes an in depth look at the quality of computing in the school. These deeper dives may be supported by other members of the trust.

CPD

The computing lead will lead some CPD for staff. This will be to support subject knowledge or could be to introduce new material, resources or ideas. They will also organise external CPD as appropriate to support whole school or individual development. The subject lead will also keep staff up to date with support offered by Enquire Learning Trust through the use of Microsoft Teams.

Resourcing

The subject lead is responsible for ensuring that the school is appropriately resourced to allow teaching staff to deliver high quality computing lessons and to ensure that pupils get the best experience they can. The computing lead should be regularly assessing the quality of the resources but should also be keeping informed about new developments and innovations that could further enhance and improve the quality of the subject within our school.

# **Assessment**

Teachers at Rose Wood use assessment regularly to support them with their planning and task design. It underpins the principles for learning and ensures that all children make progress and face the appropriate level of challenge. It allows staff to know which children need greater challenge and which children need scaffolding and support to allow them to continue to make progress. For computing, staff make regular assessments to determine understanding of the key aspects and to ensure children are gaining and retaining the appropriate knowledge. The Enquire Learning Trust scheme provides the assessment information needed to support staff with their judgements and to ensure that children are working at the appropriate standard and progressing through school. Microsoft Teams is used to record hard evidence of children’s progress and attainment for monitoring purposes.

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# **Appendix**





