Rose Wood Academy

Subject Statement for Computing

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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. It is essential that children are able to adapt to changes in technology in a safe way, knowing the different risks that can be posed online. This is facilitated by the Education for the Connected World document, which is threaded through the curriculum using Project Evolve. The curriculum looks at the progression needed for all pupils to develop and embed skills and knowledge within the strands of digital literacy, computer science and information technology. Lessons focus on the correct use of technical vocabulary and children are encouraged to use this. We frequently revisit skills, through the cyclic design of the curriculum, and provide plenty of opportunities to build upon prior learning.

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 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. Digital literacy is threaded throughout the curriculum as lesson starters; we aim for all pupils to be able to use technology safely and responsibly, and to recognise risks, whatever platform they are using. There are times where it is essential that digital literacy is the main focus of the lesson; the beginning of the Autumn and Spring terms are occasions where this is the case. This is designed intentionally to target the times of year where children are most likely to have access to a new device. As a whole, computing stands 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

Teacher assessment

Digital Floor Book

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.

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.

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 curriculum 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. It identifies any children who have gaps in their knowledge and are falling behind in their learning. This assessment is passed to the subject lead at the end of each half term to identify any trends in areas that children find challenging, inform subsequent subject leader actions and target staff CPD to improve subject knowledge.